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Explicit information on pronunciation in EFL coursebooks used at Czech
upper-secondary schools

Explicitní informace týkající se výslovnosti v učebnicích angličtiny používaných na
českých středních školách

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Prohlášení

Prohlašuji, že jsem diplomovou práci vypracovala samostatně, že jsem řádně citovala všechny použité prameny a literaturu a že práce nebyla využita v rámci jiného vysokoškolského studia či k získání jiného nebo stejného titulu.

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.....
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Souhlasím se zapůjčením diplomové práce ke studijním účelům.

I have no objections to the MA thesis being borrowed and used for study purposes.

Abstract

Although recognised as an important aspect of language proficiency, pronunciation often does not receive much attention in the EFL classroom. Teachers themselves admit not being properly qualified to teach this language area and consequently rely solely on the use of activities provided in the coursebook. The present thesis compares seven publications most frequently used at Czech upper-secondary schools and shows how they differ in the way they deal with pronunciation tasks and their presentation. The results indicate not only how many pronunciation activities are provided and what pronunciation phenomena are covered, but attention is also paid to what task types – explicit or implicit – are preferred as, ideally, both should be used in combination. Although it seems that four of the publications are better suited for pronunciation teaching, the conclusion is that none of them can be considered perfect and that teachers should always think of their own teaching context and adapt the material when necessary.

Key-words: TEFL, pronunciation, explicit information, coursebooks, teacher's books

Abstrakt

Přestože je výslovnost považována za důležitou jazykovou kompetenci, v hodinách angličtiny jí obvykle není věnováno moc pozornosti. Učitelé sami přiznávají, že nejsou dostatečně kvalifikovaní tuto jazykovou oblast učit, a často proto spoléhají výhradně na aktivity, které jim poskytuje učebnice. Současná práce nabízí srovnání sedmi učebnic angličtiny jako cizího jazyka, které se nejčastěji používají na českých středních školách, a ukazuje, jak se liší v tom, jak zacházejí s výslovnostními aktivitami a jejich prezentací. Výsledky ukazují nejen kolik výslovnostních aktivit a jevů každá kniha obsahuje, ale také jaký typ vysvětlení – explicitní, nebo implicitní – je použit. Nejlépe by učebnice měla využívat oba typy v kombinaci. Čtyři ze zmiňovaných učebnic by se mohly jevit jako vhodnější pro výuku výslovnosti, závěr práce je ovšem takový, že žádná z publikací není ideální, a učitelé by tak měli vždy zvážit, v jakém kontextu učí, a adaptovat dostupné materiály, pokud je to zapotřebí.

Klíčová slova: výuka angličtiny jako cizího jazyka, výslovnost, explicitní informace, učebnice, knihy pro učitele

List of abbreviations

- CEFR** – Common European Framework of Reference
- CPH** – Critical Period Hypothesis
- EFL** – English as a Foreign Language
- ELF** – English as a Lingua Franca
- ESL** – English as a Second Language
- GA** – General American (accent)
- GB** – General British (accent)
- IPA** – International Phonetic Alphabet
- LFC** – Lingua Franca Core
- L1** – First language
- L2** – Second language
- NELF** – Native English as Lingua Franca
- RP** – Received Pronunciation
- RVP** – Rámcový vzdělávací program
- TESL** – Teaching English as a Second Language
- ŠVP** – Školní vzdělávací program

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1 Introduction

“I wish I had known this sooner!” This is a sentence that probably crossed my mind about a thousand times when studying English pronunciation at university. Word stress, intonation, voiced and voiceless sounds, linking... that was all completely new to me. We had never dealt with any of those aspects at my grammar school. It was only now, in the seminars, that we experienced the use of recordings, songs and poems to improve not only our pronunciation, but also our understanding of the language. What was, however, the most helpful for me, were the explicit explanations on how to produce and recognise various sounds or prosodies that we received. Suddenly, I was not asked to guess which syllable was the stressed one in the word not knowing what to look for, but there was an explanation on what stress was first before we started with the listening practice. And finally, I understood.

That was the beginning of my interest in the field of phonetics and phonology and their application to teaching. I have myself tested a lot of pronunciation activities in my lessons and discovered that they were not only helpful but also greatly enjoyed by most of my students. What I, nevertheless, kept wondering about was why such activities were not implemented into the lessons I experienced as a learner at an upper-secondary school. And I decided to find out.

The aim of my thesis is twofold. First, I intend to examine coursebooks used at Czech upper-secondary schools and the teacher’s manuals that accompany them and compare the ways they deal with pronunciation. As will be explained later in greater detail, a coursebook is the most commonly used resource in the language classroom. Teachers rely on it when planning and delivering instruction and quite often do not seek the help of other materials. What the learner is presented with thus frequently equals what the coursebook contains. I am mostly interested in how consistent the books are when including pronunciation activities, how many and what pronunciation tasks are used and whether these are revised, and also whether phonetic symbols are provided and explained. My second main research question is related to the use of explicit (also called analytic-linguistic) pronunciation activities that ask the learner to cognitively evaluate the phenomenon that is being practised. Additionally, I would like to determine how much explicit information the teacher’s books offer to the language instructors who are supposed to present the individual aspects of pronunciation in the lessons.

Based on the observation of the teaching materials I have worked with, my hypothesis is that the newly published books or the recent editions of the publications are going to deal with pronunciation more and are going to include more explicit information and explicit activities compared to the older ones. My intention is to provide some help and possibly guidance to the teachers who happen to work with some of the coursebooks analysed and to show them what they should be aware of when teaching pronunciation in their lessons. I would also like to think about the usefulness of the coursebook, which nowadays plays the role of the basic resource for planning and teaching.

The theoretical part of the thesis consists of two chapters. The first one, Chapter 2.1, deals with the importance of pronunciation and pronunciation teaching. It introduces the basic terminology and summarises how pronunciation used to be taught in the past and what the current approaches and attitudes towards pronunciation instruction are. It specifically focuses on how pronunciation is being taught at Czech schools and ends with a discussion on the importance of explicit presentation of pronunciation aspects. In the second part, Chapter 2.2, I talk about the use of coursebooks in the language classroom and the way they present – and ideally should present – various pronunciation phenomena.

The practical part of the thesis consists of the presentation of my own research. It describes my research questions and the material and method I used and presents the results of the two types of analysis I conducted. The first looks at coursebooks (also referred to as *students' books*) only, the other also examines the teacher's manuals. The results are presented separately but discussed in relation in the Discussion part. In the final part, Conclusion, I consider the possible implications of my findings.

2 Theoretical part

2.1 PRONUNCIATION INSTRUCTION

In this chapter, I first look at terminology frequently used in connection with pronunciation. I explain what the term itself means and show how it is related to language teaching and why it is important. An overview of pronunciation teaching approaches and methods is also provided. Lastly, I present the status of English pronunciation teaching nowadays and set it into the Czech context. I discuss how teachers deal with pronunciation in their lessons and by looking at the most crucial curricular documents examine whether the education system supports pronunciation teaching at an upper-secondary school level. To determine the attitude of Czech teachers of English towards pronunciation teaching, I use a questionnaire research conducted by Vykouková (2014), which serves as an invaluable source of data.

2.1.1 What is pronunciation and why is it important?

Pronunciation can simply be defined as “the ways in which speakers use their articulatory apparatus to create speech” (Derwing and Munro, 2015, pp. 2–3). It covers all features of oral production that are either segmental or suprasegmental. The term *segmentals* stands for all the vowels and consonants in the inventory of a specific language while *suprasegmentals* refer to the aspects of speech superimposed on larger units such as words, phrases, or whole sentences. These features are also commonly known as *prosody* and they include speech rhythm, stress, intonation, tempo, or voice quality. Additionally, in connection with pronunciation, we often talk about *fluency* and *accent*. Fluency is by Derwing and Munro (2015, p. 4) defined as the rate and the degree of fluidity of someone’s speech that is signalled with the use of hesitation markers, self-repetitions, and filled and unfilled pauses. Accent shows patterned differences of speech production that can distinguish speakers of various speech communities (Derwing and Munro, 2015, pp. 2–5 and Derwing, 2013, p. 2). In the field of language teaching, we also often speak about *foreign accent* which stands for the difference between the speaker’s production of an L2 and the standard variety of that language (Derwing, 2013, p. 2).

The fact that speakers are being judged based on the way they talk has already been pointed out in many research studies (see for example a questionnaire study by Dewaele and McCloskey (2014) dealing with the attitude of 2035 multilinguals towards their own and others’ foreign accent). One would expect that the speech of foreign speakers is mostly evaluated based on the

level of accentedness but there are two other concepts that also play an important role. One of them is known as *intelligibility* and refers to the extent to which a listener understands the speaker's production in an L2. The other is *comprehensibility* which stands for the listener's judgement of how easy or difficult the foreign speech is to understand or, in other words, how much effort they have to make in order to receive the intended meaning. Intelligibility is often measured by means of transcriptions of dictations or comprehension questions that listeners need to answer, comprehensibility is marked on a scale (Derwing, 2013, p. 2).

When it comes to the question of whether pronunciation and pronunciation teaching really matter, researchers often give the example of a communication breakdown that resulted in a plane crash (Derwing and Munro, 2015, p. 1 and Szpyra-Kozłowska, 2015, p. 2). They report several situations of a miscommunication between the air-traffic controller and the pilot that lead to some serious accidents. In all the cases, mispronunciation was the key problem.

Plane accidents left aside, the importance of pronunciation is supported by the fact that it strongly contributes to how people think of someone when they first meet them. If it is too difficult to understand what a speaker says, one can simply become annoyed and decide not to listen anymore (more on processing difficulty in Dragojevic et al., 2017). A speaker with a less intelligible and strongly accented speech might be frequently considered unintelligent and of a lower social status, and a strong foreign accent might even lead to discrimination resulting in harassment, denials of employment, or refusals to accommodate the person in question (Derwing and Munro, 2015, p. 2; Munro, 2003; Szpyra-Kozłowska, 2015, p. 3; Timming, 2017). Hewings also adds that L2 students often experience situations when they fail to get their message across even though they used the correct grammar and vocabulary (2004, p. 11). The logical conclusion that Szpyra-Kozłowska provides is that we should not ask whether pronunciation matters and whether it should or should not be taught but how (2015, p. 4).

2.1.2 A historical overview of pronunciation-teaching methods and approaches

There are two main approaches towards pronunciation teaching whose importance altered many times through the 19th and 20th centuries. The first one is known as *intuitive-imitative approach* that relies on good pronunciation models for the students to listen to and imitate and does not require any explicit information in instruction. The other one is called *analytic-linguistic approach*. When teaching, instructors using this approach often provide explicit information in

the form of explanations and definitions and explicit presentations of rules. They also present the phonetic alphabet, articulatory descriptions, and charts of the vocal apparatus (Celce-Murcia et al., 2010, p. 2).

The first approach was favoured towards the end of the 19th century when **the Direct Method** became popular in teaching. This method was influenced by the observation of how children learn their L1. It stressed the use of the language in communication, and pronunciation was taught implicitly, the learners mostly relying on their intuition and imitation of a native-speaker model.

The late 19th century, the 1890s more precisely, is also known as the time of **the Reform Movement**, which also argued for the primacy of the spoken language. The movement originated as a reaction to the Grammar Translation Method which was at first used for Latin but became popular for modern language teaching. It heavily relied on reading of texts in the target language and their translation but little use of the L2 in communication. As opposed to that, the supporters of the Reform Movement believed that the spoken form of an L2 should be taught first and that pronunciation was especially important. As a part of the Reform Movement, the International Phonetic Association was formed in 1886 and phonetics became established as an independent science. Its members believed that the findings of phonetics should be applied to language teaching and that teachers, and learners subsequently, should receive sufficient phonetic training. It was also the time when International Phonetic Alphabet (IPA) was developed.

The Audiolingual Approach (so called in the USA; in the UK, it became known as **the Oral Approach**) from the 1940s and 1950s drew from both the Reform Movement and the Direct Approach. It was inspired by the findings from structural linguistics and behavioural psychology and presented the thought that language learning should be approached as habit formation. Pronunciation was stressed from the very beginning, it was taught explicitly, the learners were asked to imitate the teacher/model and techniques such as minimal-pair drilling or back-chaining were commonly used.

The teaching and the importance of pronunciation became deemphasised with the rise of **the Cognitive Approach** in the 1960s. This approach was developed as a reaction to the practices of the Audiolingual Approach. It was influenced by Chomskyan linguistics – the

transformative-generative grammar – and the conclusions of cognitive psychology and it supported the idea that language is a rule-governed behaviour rather than habit formation and it should be taught as such. The acquisition of grammatical rules and vocabulary gained importance and pronunciation was seen as something that cannot be taught and therefore should not be spent much time on.

The 1970s was the era of **The Silent Way** and **Community Language Learning**. The Silent Way was accuracy-focused, the sounds of the language were practised with the use of various tools such as charts, Cuisenaire rods, and tables but there was no need to gain explicit linguistic information. The Community Language Learning also presented a combination of the intuitive-imitative and the analytic-linguistic approach. The pronunciation syllabus was mainly student-designed, the key tool used was a tape recorder and the students were asked to record and analyse their speech. The teacher, however, served mostly as a mere model to imitate and thus this approach also heavily relied on intuition.

One of the approaches that is still favoured by many today is **the Communicative Approach**. It originated in the mid-to-late 1970s and its main goal was to teach the learners to communicate in the target language. It came up with a new urgency to teach pronunciation but, as Celce-Murcia and her colleagues explain, its problem was, and still is, that the set of strategies to improve pronunciation had not been sufficiently developed yet (Celce-Murcia et al., 2010, p. 10). Pronunciation teaching nowadays thus combines many different approaches and techniques and there is no simple answer to the question of what the best way to teach it is. Sadly, as I will discuss in more detail in the next part, pronunciation teaching is still being avoided completely by many teachers and a lot of them admit that they have not received sufficient training.

The table below summarises the key facts related to pronunciation teaching in the various approaches and methods. For a more detailed description see the chapter called ‘Language Teaching Approaches: An Overview’ (pp. 3–11) in *Teaching English as a Second or Foreign Language* (2001) by Marianne Celce-Murcia or the book *Teaching Pronunciation* from 2010 written by Celce-Murcia and her colleagues.

TABLE 1.
PRONUNCIATION TEACHING APPROACHES

Years	Approach		Definition
late 1800s & late 1900s	Direct Method		Teachers provided L2 learners with a model for native-like speech. By listening and then imitating the modeler, L2 learners improved their pronunciation.
1940s-1950s	Audio-Lingual Method in the US & Oral Approach in the UK		Pronunciation was taught explicitly from start, and L2 learners imitated or repeated after their teacher or a recording model.
1960s	Cognitive Approach		This de-emphasized pronunciation in favor of grammar and vocabulary
1970s	Silent Way		L2 learners focused on the sound system without having to learn a phonetic alphabet. Attention was on the accuracy of sounds and structures of the L2 from the outset.
	Community Language Learning		The pronunciation syllabus was primarily student-initiated and designed. The approach was imitative.
Mid-late 1970s (1980s-today)	Communicative Approach		The ultimate goal was communication. Teaching pronunciation was urgent and it was necessary in oral communication. Techniques to teach pronunciation were listening and imitating, phonetic training, minimal pair drill, and so on.
20 th century	Grammar Translation & Reading-Based Approaches		Oral communication was not the primary goal of L2 instruction. Therefore, little attention was given to speaking and almost none to pronunciation.
	Naturalistic Methods	Total Physical Response	L2 learners began to speak when they were ready. L2 teachers were tolerant of L2 learners' errors.
		Natural Approach	The initial focus on listening without pressure to speak gave L2 learners opportunity to internalize sounds.
Today	New Directions		The use of fluency-building activities, accuracy-oriented exercises, and adaptation of authentic materials is dominant.

Table 1: *Pronunciation Teaching Approaches taken from Hashemian and Fadaei (2011, p. 970).*

2.1.3 English pronunciation in L2 classrooms

2.1.3.1 The status of English nowadays

Let me now be more specific and move from the discussion on pronunciation teaching in general and focus on the language that is the subject of my present study. The English language has a very special status in the world. As David Crystal explains, “[n]o other language has ever been spoken by so many people in so many places” (2002, p. 10). There are approximately 1.5 billion speakers of English in the world; it is a mother tongue for 400 million of them, a second language for another 400 million, and 700 million people have learnt it as a foreign language (Crystal, 2002, p. 10).

Most instructors recognise the importance of teaching the four skills and language forms such as vocabulary and grammar but when it comes to the teaching of pronunciation, not many of them feel confident enough and often tend to avoid it completely. In 1995, Elliot stated that “teachers tend to view pronunciation as the least useful of the basic language skills and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of the language” (Elliot, 1995, cited in Szpyra-Kozłowska, 2015, p. 5). Unfortunately, there is a lot of research supporting this claim showing that it is still valid even more than 15 years later.

2.1.3.2 Is English pronunciation taught in L2 classrooms?

There are many questionnaire studies proving how little attention pronunciation receives in language classrooms. Walker (1999) for example conducted a survey in Spain among 350 primary, secondary, and adults teachers and found out that only fewer than 7% of the teachers planned their pronunciation work (Walker, 1999, cited in Barrera Pardo, 2004). Similarly, Roads' survey from 1999 indicated that only 5% of EFL practitioners addressed felt confident about pronunciation teaching (Roads, 1999, cited in Barrera Pardo, 2004).

In Derwing and Rossiter's research from 2002, only 8 of the 100 adult intermediate ESL learners indicated having received any pronunciation instruction although they had been enrolled in ESL programmes for a long time (Derwing and Rossiter, 2002, cited in Derwing and Munro, 2005).

In 2010, Foote and her colleagues collected responses from 159 ESL teachers and programme coordinators in Canada and discovered that the subjects believed that 70% of the instructors at their institutions could integrate pronunciation into their classes. The problem was that there was a difference between what they could do and what they really did and the study concluded that in the end, only 48% of them incorporated any pronunciation instruction into their lessons (Foote et al., 2011).

Three years later, Foote et al. (2013) observed three ESL teachers in Quebec, who previously reported teaching pronunciation in their communicative classrooms, and discovered that they contrarily spent very little time on it compared to the teaching of vocabulary and grammar. When they dealt with pronunciation, it was mostly to correct errors (Foote et al., 2013, cited in Derwing and Munro, 2015, p. 78).

2.1.3.3 The importance of pronunciation and pronunciation teaching

Although it might seem that teachers do not teach pronunciation as much as the other four skills, grammar and vocabulary, most of them believe in its importance. Breitkreutz et al. (2001) surveyed 67 ESL teachers and programme directors in Canada and discovered that most of them felt it important to teach pronunciation to their learners at all levels. More precisely, 85% believed that pronunciation should be taught to beginners, 82% to intermediate level, and 70%

to advanced students. 74% also expressed the belief that teaching pronunciation could lead to permanent changes.

Henderson and her colleagues (2012) created *The English Pronunciation Teaching in Europe Survey*, in which they collected quantitative and qualitative data from seven European countries (namely Finland, France, Germany, Macedonia, Poland, Spain and Switzerland). 843 teachers from all levels of private and public sectors replied, 481 of the surveys were fully completed. They judged the importance of English pronunciation 4.66 on a scale with 5 being “extremely important”. When thinking about how important it was in relation to other language skills, the result was 3.77 out of 5, again with 5 standing for “extremely important”.

Lastly, Hismanoglu and Hismanoglu (2013) provided a pronunciation course for 42 prospective EFL teachers, students at a university. At different times during and after the course, they asked what the students’ attitude towards pronunciation teaching was. Interestingly, although they enjoyed the course, they answered that they would not teach the pronunciation aspects in which they had just received instruction to their future students at primary or secondary schools. They reported that those would be cognitively too difficult and could only be used at a tertiary level (Hismanoglu and Hismanoglu, 2013). This might suggest that there is a difference between what teachers think about the importance of “good” pronunciation and the importance of pronunciation teaching. Consequently, that might contribute to their reluctance to teach it.

2.1.3.4 Do teachers of English have enough training in the teaching of pronunciation?

Another reason why teachers do not often address pronunciation in their lessons is their lack of training in this area. The result of the Breitzkreutz et al.’s survey study (2001) was that only 30% of the English teachers who responded had received any training in providing pronunciation instruction. The same response came from the 8 Australian instructors interviewed by MacDonald (2002), who also indicated that they had not been taught how to integrate pronunciation instruction into their classes (cited in Derwing and Munro, 2015).

Footo et al. (2011) found out that the ESL instructors in their study had mostly received only sporadic pronunciation training (66%), 59% had received instruction in a general TESL or a linguistic course, 52% had taken linguistic courses and 20% had signed up for a university course specifically focusing on L2 pronunciation instruction.

The responses from the participants in the Henderson et al. (2012) research are also in accordance with the previous research. When asked to judge the quality and amount of the training they had received, the teachers scored 2.92 (with 1 being “extremely poor” and 5 “excellent”). Many participants also added that they had been trained in phonetics and phonology but not in how to teach it.

2.1.3.5 English pronunciation teaching in the Czech Republic

2.1.3.5.1 Curricular documents

Let me now move away from English pronunciation teaching in the world and focus on the situation in the Czech Republic. The first document I should discuss in relation to guidelines for pronunciation teaching is the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (2001)¹. It serves as a common basis for the elaboration of language syllabuses, describes what the learners have to learn to do in order to become successful users of the language, and provides useful guidelines for language teachers as it defines the learners’ knowledge and language skills they need to acquire at each of the six defined levels of language proficiency. As one part of the communicative language competences, it also introduces phonological competence (CEFR, 2001, pp. 116–117, part 5.2.1.4)². It clearly states that learners of a language should have the knowledge and acquire the skills in both phonological production and perception at the segmental and also at suprasegmental level. Below see the list of phonological features the language users are expected to know and to use.

¹ <http://www.coe.int/en/web/common-european-framework-reference-languages/home>

² available at <https://rm.coe.int/1680459f97>

5.2.1.4 Phonological competence

involves a knowledge of, and skill in the perception and production of:

- the sound-units (phonemes) of the language and their realisation in particular con-texts (allophones);
- the phonetic features which distinguish phonemes (distinctive features, e.g. voicing, rounding, nasality, plosion);
- the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones);
- sentence phonetics (prosody)
 - sentence stress and rhythm
 - intonation;
- phonetic reduction
 - vowel reduction
 - strong and weak forms
 - assimilation
 - elision.

Figure 1: *Phonological competence, CEFR, 2001, pp. 116–117*

The second important framework of reference which needs to be considered and which is this time related to Czech schools only is the *Rámcový vzdělávací program* (RVP), a curricular document that similarly states what learners should achieve at various levels of education. Each school in the Czech Republic is also allowed to produce their own curricular document called *Školní vzdělávací program* (ŠVP), which draws on from the RVP and further specifies how the process of teaching and learning is going to be conducted.

Let me focus on the RVP for upper-secondary level of education, more specifically for grammar schools, which is my main area of interest. The *Rámcový vzdělávací program pro gymnázia* (2007)³ characterises education in the Czech Republic, states its goals and describes the key competences of the learners at each aspect of education. It deals with subjects that are taught at this level and also defines their interconnection. The part I am most interested in is the one describing the acquisition of a foreign language. It states that each learner needs to achieve the B2 level of language proficiency as defined by CEFR when learning the first foreign language, and B1 level of proficiency when learning the second. More specifically, it defines what the learners should achieve at the end of this level of education in terms of language production, language perception, interaction using the given language, and specifies what learners should be taught.

³ available at <http://www.nuv.cz/file/159>

When it comes to pronunciation, the RVP expects learners of a foreign language to be able to use it so that their spoken production is “phonetically correct” (RVPG, 2007, p. 17). Additionally, phonetics is included among the systems that should be taught consisting of four areas: the acoustic form of a word, the acoustic form of a sentence, phonetic reduction, and phonetic features (RVPG, 2007, p. 18). I can thus conclude that according to the curricular documents valid for the Czech educational system, the knowledge and skills of pronunciation are recognised as important and learners are expected to acquire them. The more crucial question, however, is what the attitude of Czech teachers of English towards this area is, which is the topic I am going to discuss in the next section.

2.1.3.5.2 The attitude of Czech teachers of English towards pronunciation teaching

Martina Vykouková (2014) has conducted a questionnaire study to determine the approach of Czech upper-secondary teachers of English towards pronunciation teaching. 228 teachers responded commenting on various aspects of pronunciation teaching. Two thirds reported having previously experienced some education that was focused on pronunciation – most often a two-semester course in phonetics and phonology – while the remaining third admitted having no specific qualification. 98.2% of the teachers believed that pronunciation was an important part of the students’ linguistic competence and 97.8% of them also expressed their belief that learners over the age of 15 could still improve their pronunciation skills in a foreign language.

Despite the fact that the majority of the teachers considered pronunciation important, only 30.7% reported that they taught it systematically with previous planning. 68.9% said they taught pronunciation randomly without previous preparation, and 0.4% (1 teacher) indicated that they did not teach it at all. When asked how often they taught pronunciation, responses were as follows: 54.3% said they taught it every lesson, 18.6% once a week, 17.1% once a month, and 10% chose the option labelled as “other”. 58.4% of the respondents additionally indicated that they would like to gain more knowledge in this area and 60.1% asked for more training in pronunciation instruction. Lastly, 42.6% felt they would feel more motivated to teach pronunciation if there were clearly formulated objectives. This is certainly an interesting point as both CEFR and RVP address pronunciation teaching. Nevertheless, what might be hindering its implementation into classrooms are the requirements for its assessment.

In *maturitní zkouška*, the final exam at the end of the upper-secondary level of education that all students at grammar schools have to take, the examinees can gain the maximum of 75 points for the exam in a foreign language. The maximum of 36 points can be given for the written part of the exam, 39 for the oral part. The oral exam further consists of four parts, each is assessed based on four criteria: I. The task/the content and its expression, II. lexical competence, III. grammatical competence and means of textual cohesion and coherence, IV. phonological competence (*Kritéria hodnocení 2016/2017*, 2017 p. 8)⁴. Each of the four parts is assessed separately on the first three criteria, the maximum number of points is 3 for each, therefore 9 for each part. The fourth criterion, phonological competence, however, applies to the whole exam and students can thus gain 3 points as the maximum in this area. Phonological competence therefore contributes to the final score from 8% only when looking at the spoken part of the exam, and it is only 4% when speaking about the whole exam. Although this might not influence the way pronunciation is taught at all, some teachers might nevertheless feel that because it contributes so little to the final grade of their students, they might spend more classroom time on some highly-assessed language competencies instead.

2.1.4 Goals and models in pronunciation instruction

So far, I have talked about the importance of pronunciation teaching and discussed how pronunciation is currently being addressed in a language classroom. I have found out that teachers generally feel they lack training in pronunciation teaching and therefore do not deal with it in their lessons as much as they should or would like to do. The results from a questionnaire study (Vykouková, 2014) addressed to Czech teachers of English indicate that only 54.3% teach it every lesson. I have also pointed out that the education system in the Czech Republic does not consider pronunciation as important as the other language forms (such as vocabulary and grammar) and skills (e.g. listening). In spite of that, it is clear that teachers wish to incorporate pronunciation into their lessons more. The previous research shows their willingness to receive better training in pronunciation teaching and indicates that they believe in the importance of their students' high achievement in this area. In this part of the chapter I therefore move from how pronunciation is currently taught to what researchers say the instruction should (ideally) look like.

⁴ available at <http://www.novamaturita.cz/kriteria-hodnoceni-1404035057.html>

2.1.4.1 What model for pronunciation to use and what pronunciation aspects should be taught?

Traditionally, the norm and the model for English pronunciation in EFL has been that of a native speaker (Szpyra-Kozłowska, 2015). The two accents used most often have been – and still are – General American (GA) or, in the context of Europe, General British accent (GB) or its predecessor Received Pronunciation (RP) (Cruttenden, 2014). However, due to the fact that English has become an international language and 80% of all communication in this language happens among non-natives (Timmis, 2002, p. 240), many researchers now agree that the accent of a native speaker is for many learners neither achievable nor necessary (Derwing and Munro, 2015; Goodwin, 2001, cited in Celce-Murcia, 2001, p. 118). They all agree that the main goal of pronunciation teaching should be successful communication and the most important aspect of the learner's speech in terms of pronunciation should thus be intelligibility (for more on intelligibility, see part 2.1.1) (Goodwin, 2013).

As the goal of pronunciation instruction has shifted and English has become a *lingua franca* (ELF), a contact language used among speakers of different L1s (Seidlhofer, 2005), there are calls for new approaches to pronunciation teaching. There have been several suggestions how to change pronunciation instruction so that it is in accordance with the use of English worldwide. Respecting the goal of intelligibility, Gimson (1978) suggested the so-called *Rudimentary International Pronunciation* that limited the inventory of English sounds to 14 consonants and 15 vowels from 24 and 20, respectively (Gimson, 1978, cited in Jenkins, 1998). Its problem was that it did not respect the voicing distinction of consonants and was not intelligible after all. Pennington (1996) came up with *An International Approach* that allowed the learner to choose a model for pronunciation of their own (Pennington, 1996, cited in Jenkins 1998). This approach could not, however, guarantee mutual intelligibility either. There were some other suggestions such as Cruttenden's model of *Amalgam English* or his *International English* (Cruttenden, 1998, cited in Szpyra-Kozłowska, 2015) or Colins and Mees's (2003) method of *Error Ranking* (Colins and Mees, 2003, cited in Szpyra-Kozłowska, 2015) but none of them have become as popular as Jenkins's *Lingua Franca Core* (LFC) (Jenkins, 1998; 2000; 2009).

2.1.4.2 The Lingua Franca Core

Jenkins's suggestion (1998; 2000) is to distinguish core and non-core phonological features. Core aspects should be taught to all learners according to the standard pronunciation of English as they can lead to intelligibility breakdowns. Non-core features, on the other hand, are less likely to cause such problems and learners are thus allowed to use their own non-native variants. Among the core aspects, Jenkins places most of the consonants, the distinction of vowel length, initial consonant clusters, nuclear stress (also known as sentence stress) and articulatory setting that would enable the learner to pronounce the core sounds correctly. On the other hand, vowel quality, *th* sounds, dark [ɪ], word stress, rhythm and features of connected speech (elision, linking, weak forms) would be considered non-core features. This approach seems suitable for the international use of English, yet, there are several important aspects it fails to respect. It does not seem to be based on empirical research and, as Kuo (2006, p. 215) explains, it completely overlooks social functions of the language and as a result might lead to stereotyping or discrimination (for more on stereotyping based on pronunciation, see part 2.1.1). Moreover, it completely disrespects the learners' own needs and attitudes towards the language. There are many studies proving that students would like to acquire the accent of a native speaker rather than preserving their own foreign-like one (see for example Ladegaard and Sachdev, 2006; Szpyra-Kozłowska, 2004, cited in Szpyra-Kozłowska, 2015; Nowacka, 2012; Sa'd and Modirghamene, 2015; Timmis, 2002; Güttnerová, 2016; or Brabcová and Skarnitzl, forthcoming 2018). The solution for those language users could be the recently developed concept of *Native English as Lingua Franca* (NELF) that is "intended for learners who wish to learn English in order to communicate in it with other speakers of this language, both native and non-native" (Szpyra-Kozłowska, 2015, pp. 23–24). This approach does not aim at native pronunciation as the ultimate goal of instruction but acknowledges its usefulness as a pronunciation model "because native English serves a useful communicative function" (Szpyra-Kozłowska, 2015, p. 24). This area of research thus still appears to be a highly controversial topic and it is up to individual teachers to decide what would be best for their learners in their learning contexts.

2.1.5 Can pronunciation be taught?

Until now, I have taken the perspective of a researcher or a teacher asking whether and how pronunciation should be taught and have dealt with the possible models and the features which

should be preferred. Taking now the point of view of a learner, the question that, however, still remains unanswered is: Can pronunciation really be taught?

Hashemian and Fadaei (2011) in their article summarise three basic assumptions about pronunciation and its acquisition in an L2. One is the so-called *Critical Period Hypothesis* (CPH) according to which it is impossible for us to achieve native-like fluency if we start learning a language after we reach a certain age. Some researchers talk about a weakened version of this hypothesis calling it a *Sensitive Period Hypothesis* instead, which does not present the goal of achieving a native-like accent as impossible but very unlikely or extremely difficult (Bialystok and Hakuta, 1999). Another assumption is the one supported by Krashen (1982, cited in Hashemian and Fadaei, 2011) that states that pronunciation is a skill that can only be acquired, not learnt explicitly, and that focused instruction is therefore useless. Harmer (2001, cited in Hashemian and Fadaei, 2011), on the other hand, claims that pronunciation instruction raises the learners' awareness of various phonological features and can improve the way they speak immediately. In order to see which of the three assumptions is most valid, let us now look at some research dealing with the impact of pronunciation instruction on the learners' pronunciation skills.

2.1.5.1 Previous research studies on the effectiveness of pronunciation instruction

There are many researchers providing summaries of various studies dealing with the effects of instruction on learners' pronunciation skills. Barrera Pardo (2015) in his article presents a comparison of the results of 25 studies and shows that only two of them do not support the claim that learners benefit from pronunciation instruction and one proves inconclusive due to the testing conditions. The two studies were those of Thompson (1991) and Purcell and Suter (1980) (both cited in Barrera Pardo, 2015). The results of the remaining 22 are strongly in favour of pronunciation instruction recording the students' improvement in this area after some training.

The same is indicated in Saito's study (2012) which describes 15 research articles: 9 focusing on the acquisition of English, 4 on Spanish, 1 on French and 1 on an artificial language. All of them report significant improvement as a result of pronunciation instruction apart from two in which the pronunciation training lasted only 15 to 30 minutes and the students' scores prior to the instruction were already high. Control groups of learners were also used to provide contrast

and it was found that those did not improve in time. Saito also observes that pronunciation proved to improve better when practised in context-based activities.

Lee et al. (2015) similarly examined 86 studies from years 1982–2013. Apart from concluding that pronunciation instruction proves beneficial, they also looked at what other factors play an important role. Based on the studies they examined, they state that longer interventions seem to lead to larger effects compared to shorter ones and that treatments that included feedback outperformed those that did not. Interestingly, the use of technology in pronunciation instruction did not result in any better improvement compared to instruction provided by the teacher only. The findings also suggest that learners of different levels of proficiency can all benefit from pronunciation training.

2.1.5.2 Conclusion

According to the CPH, only children starting to learn an L2 very early in life can acquire a native-like accent. The subjects of the studies summarised in the preceding three paragraphs were, however, mostly adults and it was shown that even if they did not achieve the ultimate goal of sounding native-like, most of them still highly benefited from pronunciation instruction and improved the way they spoke. Furthermore, it became apparent that there are many different factors that can influence the learners' pronunciation progress. What plays an important role is mainly the amount and length of instruction, the feedback the students receive, the type of activity, the learners' personality, motivation, previous experience with language learning, or – the one factor that needs to be highlighted – type of instruction received, which is exactly what I am going to focus on in the next section.

2.1.6 Explicit instruction

As was already explained in part 2.1.2, there are two types of pronunciation instruction: the intuitive-imitative approach, which relies on implicit methods of teaching, and the analytic-linguistic approach, which provides the learners with explicit information (Celce-Murcia et al., 2010, p. 2 and Hashemian and Fadaei, 2011, p. 969). The intuitive-imitative approach is logically expected to result in an implicit way of learning defined as the “acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious

operations” (Muñoz, 2013, p. 1). The analytic-linguistic approach, on the other hand, leads to explicit learning which Ellis (1994, p. 1) describes as a “conscious operation where the individual makes and tests hypotheses in search for structure” (cited in Muñoz, 2013, p. 1). The explicit knowledge that one acquires is the knowledge that one is consciously aware of and can talk about in some way (Erlam, 2013). It can thus be understood as being synonymous with declarative knowledge which is known as the knowledge of facts (Muñoz, 2013). I should also note that many authors frequently interchange the terms *explicit instruction* and *form-focused instruction* (or *focus on form*). Others, however, treat form-focused instruction as “any pedagogical effort which is used to draw the learners’ attention to language form either implicitly or explicitly” (Spada, 1997, p. 73, cited in Saito, 2013, p. 2). For that reason, I will use the former term *explicit instruction* or its equivalent *analytic-linguistic instruction* only.

There are two contrasting arguments regarding pronunciation instruction. The one, supported mainly by Krashen (1982, cited in Couper, 2003), is that pronunciation is acquired naturally and there is no need for analytic-linguistic type of teaching. The other, promoted by Smith (1981, cited in Couper, 2003) or DeKeyser (2009, cited in Muñoz, 2013), is that the presence of explicit knowledge plays a causal role in the acquisition of implicit knowledge and that consciousness and awareness raising are also beneficial for language learners. In order to determine how important the two approaches really are, let me now examine some empirically based studies.

2.1.6.1 Research studies on explicit pronunciation instruction

We can find several studies suggesting an equal importance of implicit and explicit instruction and also quite a few which show that analytic-linguistic information contributes to the students’ improvement in pronunciation more than information that is only of the intuitive-imitative type.

Hashemian and Fadaei (2011), for example, studied the effects of the two contrasting approaches on learners’ pronunciation of pure vowels and diphthongs. While the intuitive-imitative instruction proved better for the acquisition of diphthongs, the analytic-linguistic approach was more effective for learning pure vowels. Kissling (2013) tested the use of the two approaches when teaching Spanish phonetics and similarly concluded that both implicit and explicit instruction prove beneficial for the students.

The studies showing that explicit teaching has a greater impact on the learners are those by Catford and Pisoni (1970, cited in Barrera Pardo, 2004) working with the acquisition of exotic vowels and diphthongs, Elliot (1995, cited in Barrera Pardo, 2004) and Kissling (2015) both dealing with Spanish pronunciation, Saito (2013) testing Japanese students and their acquisition of the English /ɪ/, or Couper (2011) examining the use of socially constructed metalanguage and critical listening and their effects on the learners' pronunciation. Similarly, Venkatagiri and Levis (2007) show that those language users who were better at phonological awareness tasks were also rated as more comprehensible. Their conclusion, and the conclusion of many other researchers, nevertheless, is that both explicit and implicit instruction are equally important as they contribute to the learners' pronunciation improvement best in combination. This is also what the students themselves think, as indicated in Couper's research (2003) which shows that they value both listen-and-repeat type of activities and the teacher's explanation of how to make various sounds or how to work with stress, rhythm, and intonation.

When we return to Vykouková's (2014) questionnaire study (discussed in greater detail in part 2.1.3.5.2), we can also see that 87.3% of the teachers who participated answered positively to the question of whether explicit pronunciation teaching had a positive effect on the students' pronunciation skills, while only 2.6% did not think so. However, from their answers, it became apparent that only 43.2% of them frequently used the combination of the two approaches in lessons while 55.9% favoured implicit instruction as the only means. As Vykouková (2014) correctly hypothesises, the choice of methodology might be dependent on the coursebook the teachers used. My next chapter is therefore going to deal with teaching materials and their impact on the delivery of pronunciation instruction.

2.2 TEACHING RESOURCES

2.2.1 The importance of a coursebook in L2 classrooms

Many researchers agree that the coursebook remains the most frequently used and most highly valued resource in EFL teaching (Cruz Rondón and Velasco Vera, 2016; Tergujeff, 2010; Charalambous, 2011; Luukka et al., 2008, cited in Tergujeff, 2010). To empirically support this statement, Cruz Rondón and Velasco Vera (2016) tried to determine the role the coursebook played in a beginner EFL classroom in Colombia and wanted to know what the students' reactions towards the teaching materials were. They reported that the use of a coursebook in lessons fostered independent work of the students and enabled them to complete several

exercises during the time provided. A student commented on this saying: “The textbook is the most important material because we can learn lots of vocabulary and practice with its exercises; it is complete and allows us students to learn faster and we have a more significant learning because I know that what I have learned through the textbook, I will not forget it easily” (Cruz Rondón and Velasco Vera, 2016, p. 133). The learners also appreciated the practice of pronunciation: “The textbook contributes to the enhancement of my pronunciation because it offers a variety of exercises to improve my oral skills and to work with the speaking [skill] all the time during the class” (Cruz Rondón and Velasco Vera, 2016, p. 133). Additionally, the students valued the fact that the coursebook presented a connection between the target language and the culture(s) of its speakers. It also enabled them to practise English at home and to choose from a variety of different exercises and activities. The students believed the language presented in the book was real and up-to-date and that eventually, they would learn to speak like a native speaker. The researchers summarise that the coursebook was the main teaching material during the lessons and that the teacher relied on the book when planning, teaching and also evaluating the work of her students.

Cruz Rondón and Velasco Vera (2016), Charalambous (2011), and Harmer (2001) provide a useful summary of the positive and the negative points of the use of the coursebook:

1. positive points:

- The coursebook serves as a supportive tool for teachers and reinforces the learners’ independent work.
- The coursebook states the lesson objectives and explains what the learners are expected to do. It records the students’ learning progress.
- The coursebook includes visual images and different activities in each unit and may thus easily catch the learners’ attention.
- The coursebook often provides revision and tips for further practice.
- The coursebook reduces the load of preparation the teacher otherwise has to do. It offers extra activities or additional theoretical explanations.

2. negative points:

- The coursebook might be repetitive; the format usually does not change.
- The coursebook might impose an inappropriate learning style onto the students.
- If the teacher follows the coursebook only, they might lose their ability to plan and might stop thinking about the needs of their students.
- The students should actively participate in the creation of the syllabus, but the coursebook might reduce their willingness to do so.
- The coursebook might be culturally inappropriate.

As we can see, there are many advantages of the use of a coursebook in the language classroom, but most of the researchers would not recommend it as the only resource as, using Charalambous' words, "[t]here's a consensus among experienced educators, writers, and experts that the perfect coursebook does not exist" (2011, p. 5).

2.2.2 Pronunciation in coursebooks

Although the rise of production of pronunciation materials is usually connected with the late 19th century and the Reform Movement especially (let me mention authors such as Sweet, Viëtor, Passy, Jespersen, or Palmer), the development in textbooks that include pronunciation is said to have come mainly with the Audiolingual method in the mid-20th century (Derwing and Munro, 2015). The first coursebooks reflected the belief that the students' problems resulted from cross-linguistic similarities and differences and they mostly focused on segmentals as the core of the instruction. The most widely used techniques were listen and repeat or various drills, while little attention was given to explanations and explicit presentation of pronunciation rules. Later on, with the rise of the Communicative method, the focus on suprasegmentals was added, context was provided, and many other types of activities started to be used (Derwing and Munro, 2015). Explicit information on some phonetic aspects also began to gradually appear. Most of the books, however, even nowadays do not pay attention to pronunciation as much as to the other language skills. As Szpyra-Kozłowska (2015) explains, "the majority of general coursebooks in English contain a very limited phonetic component and are therefore insufficient for proper pronunciation training" (p. 198). Based on what has previously been discussed and on the work of authors specifically dealing with how pronunciation should be represented in the coursebooks (among others, Sánchez Solarte and Obando Guerrero, 2002, Szpyra-Kozłowska, 2015, or Celce-Murcia et al., 2010), I can provide a list of criteria a coursebook should comply with to serve as a good resource for pronunciation teaching:

1. The coursebook should practise all aspects of pronunciation including both segmentals and suprasegmentals.
2. The coursebooks should practise pronunciation in a meaningful context.
3. Both explicit and implicit tasks should be provided; there should be a balance between theory and practice.
4. Good pronunciation models should be used (including the teacher).
5. Different task types should be offered to the students.
6. The practice should be coherent and sufficient. (Szpyra-Kozłowska (2015) even believes that pronunciation activities should form at least 10% of all tasks in the book.)

7. The phonetic material should be organised logically, and the phenomena should be revised.
8. Issues that are relevant for students should be highlighted.

To determine whether and to what extent the EFL coursebooks follow the criteria listed above, let me scrutinise the previous research on the topic.

2.2.3 Previous research on pronunciation in coursebooks

In her book from 2015, Szpyra-Kozłowska describes her analysis of 25 EFL coursebooks published in the United Kingdom and concludes that the majority of them provide insufficient information on pronunciation. Similarly, Derwing et al. (2012) analysed 12 ESL general-skills coursebooks and determined that pronunciation activities covered only 0.4–15.1% of all the tasks. They also reported a lack of clear, explicit explanations. Tergujeff (2010) looked at pronunciation activities in Finnish EFL textbooks and was pleased to say that they included both traditional and more innovative tasks. Nevertheless, what she missed was more explicit information on the teaching of intonation, rhythm, and connected speech.

To return to the Czech context, Pokludová (2010) compared four coursebooks published in the United Kingdom and four in the Czech Republic. She mostly described the books in terms of how many pronunciation activities they offered, and what the focus and the methodology was. Her major finding is that the Czech books tend to rely on a greater use of analytic (explicit) techniques compared to the British ones. And lastly, Vykouková (2014), who also addressed the topic of teaching resources in her survey, found out that 70.1% of the Czech teachers of English most often use pronunciation activities from the coursebook (with 54.6% of them relying solely on their use). 80% of the teachers find the tasks in the coursebook useful but, nevertheless, more than a half would appreciate more material on pronunciation teaching.

To contribute to the on-going research, I have decided to provide a coursebook analysis of my own. It focuses on EFL coursebooks used at Czech upper-secondary schools and its aim is to determine how they deal with pronunciation teaching. As many researchers reported positive effects of explicit instruction in lessons, I want to see whether the recently-published coursebooks reflect on this, and my main goal is thus to see how many analytic-linguistic tasks there are in the books and what explicit information the teachers are provided with. The research

questions, hypothesis and the method of my analysis are all going to be explained in greater detail in the next chapter.

3 Research part

3.1 MATERIAL AND METHOD

The theoretical part has provided a useful insight into the current state of pronunciation teaching. I have discussed the importance of English pronunciation in communication both with native and non-native speakers (parts 2.1.1 and 2.1.4) and have dealt with how pronunciation instruction has changed throughout the decades (part 2.1.2). I have discovered that EFL teachers in general do not deal with pronunciation as much as they would like to and many of them ask for more training in this field (part 2.1.3.4). When focusing specifically on pronunciation teaching at Czech upper-secondary schools, I have found out that although the guidelines for instruction do recommend spending classroom time on all aspects of spoken English including pronunciation, teachers usually give preference to other language skills and systems instead (part 2.1.3.5). One of the reasons I have suggested might be the minimal impact good pronunciation has on the final grade the students receive when passing the final *maturita* exam.

It is certainly unfortunate that so little pronunciation is covered in lessons considered how much the learners can improve when they receive some guidance. There are many studies (discussed in part 2.1.5.1) showing positive effects of pronunciation teaching on students' language competence even after an intervention lasting for a very short period of time.

Two types of pronunciation instruction are known to be used in language teaching – the intuitive-imitative (implicit) approach and the analytic-linguistic (explicit) approach. I have examined their effects on the learners' improvement in this language area and have concluded that ideally, both should be used in combination to have the greatest impact (see part 2.1.6.1). Lastly, I have examined what materials are most often used in an L2 classroom to present the aspects of pronunciation and I have discovered that it is the coursebook that most of the teachers rely on (see part 2.2 or 2.2.3 for the Czech context specifically). This could be another reason why pronunciation is not covered much in English lessons. If the coursebook itself does not offer many pronunciation activities and the teacher relies on its use only, it is obvious that not a lot of pronunciation teaching and learning, consequently, can happen in the classroom. In order to find out if this is the case, I have decided to conduct my own analysis. My aim is to see how current coursebooks reflect on the finding that pronunciation plays an important role in language teaching and learning, and that not only implicit but also explicit type of instruction is needed. More specifically, I would like to determine the amount of explicitness of the

instruction that is provided for the students together with the amount of explicitness which is recommended to the teacher to use when explaining a certain pronunciation phenomenon.

In order to achieve my aims, I am going to undertake two types of analyses. In the first one, I am going to examine 7 EFL Beginner/Elementary-level coursebooks that are available for or most commonly used at Czech upper-secondary schools. My goal is to see what and how many pronunciation activities are provided and how these are presented, or in other words, what type of information – implicit or explicit – they offer. The second analysis is also going to concern the teacher's manuals accompanying the students' coursebooks. I want to understand the rationale of each book in terms of pronunciation teaching and to evaluate how the level of explicitness changes when the additional descriptions available for teachers are considered. The main aim is to provide a comparison of the books and some advice on pronunciation instruction for teachers who happen to work with one of the coursebooks in question. I expect the books to differ to a great extent and I presume that the newer books, or the more recent editions, contain more explicit information compared to the older ones and the less recently published versions.

The two analyses are going to be presented separately. First, I am going to describe the material, method and results of the first research and only after that of the second one. All the results are then going to be further discussed in part 3.4 Discussion.

3.2 ANALYSIS OF THE STUDENTS' BOOKS

3.2.1 Material and method

Based on Vykouková's questionnaire study (2014) and the information on the titles of best-selling books on some of the popular book-selling websites in the Czech Republic, I determined what general-skills EFL coursebooks are used most often at Czech upper-secondary schools. Out of those, I selected 7 to serve as material for my analysis. The titles are: *Time to Talk 1* (2001), *Opportunities, Beginner* (2002), *face2face, Elementary* (2005), *New Inside Out, Beginner* (Macmillan), *New English File, Beginner* (2009), *New Headway, Beginner* (2013), and *Navigate, Beginner* (2016). The *Navigate* coursebook (2016) does not rank among the most commonly used materials at present but it was added to the list as it is gradually gaining in popularity, it is easily available in bookshops and represents one of the most recent publications. All the books are contemporary, published after year 2000, and are provided by different

publishing houses, namely Polyglot, Longman, Cambridge University Press, and Oxford University Press. *Time to Talk* was published in the Czech Republic, the others are British publications. The level the coursebooks aim at is either Beginner or Elementary if that was the first book in the whole series (which was the case of *face2face, Elementary* in 2005; the coursebook called *face2face, Starter* was added in 2009). The reason why I chose coursebooks at this proficiency level was that I wanted to know how pronunciation was dealt with from the very beginning of the process of learning a new language. In that way, I draw from Derwing and Munro's (2015) belief that learners' phonological development is most active in the period of the first six months up to a year of exposure to a foreign language. I also assume that each book represents the whole series and that the rationale remains the same.

The aim was to analyse each book and to determine the following features and answer the research questions listed below:

1. *consistency* – Do pronunciation activities occur in all unit parts⁵ of the coursebook?
2. *quantity* – What is the average number of pronunciation activities in each unit part?
3. *quality* – What pronunciation phenomena are covered?
4. *the use of phonetic symbols* – Are phonetic symbols explained? Are they listed in a table? Are they used when new vocabulary is introduced?
5. *the percentage of analytic-linguistic task versus imitative-intuitive tasks* – What type of activities is preferred?
6. *the average number of analytic-linguistic tasks in a unit part of the book* – How many are there?
7. *revision* – Does pronunciation figure in the review units of the coursebooks?

I searched through each book to identify all activities primarily focused on pronunciation. The guidelines I developed and followed were:

- 1) All activities that aim at pronunciation are counted even if they are not explicitly labelled as such in the coursebook.
- 2) If one activity contains two different pronunciation foci, it is counted as one but two different pronunciation features are noted.
- 3) If one activity contains several parts (a, b, c...) with the same focus, or the parts are clearly dedicated to one pronunciation phenomenon, it is counted as one. If the focus changes and there are distinct, non-related parts within the exercise, these are counted separately.
- 4) If one activity contains more features that are either analytic-linguistic or imitative-intuitive, I look at which ones prevail and classify the activity accordingly.
- 5) Practical English units, Video units, Language summaries, or Grammar reference parts are not considered.
- 6) Review units are considered only to determine if pronunciation is revised (point 7 – *revision* – described above).

⁵ unit part = one section of a unit in the coursebook usually consisting of a double page

7) If an activity labelled *practise/practise with your partner(s)* is to be classified as a pronunciation activity, listening has to directly precede it.

The information about each pronunciation activity was recorded into a table. An example is shown below.

page number, unit	8, 1B
focus	indefinite article
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

Table 2: *An example of a pronunciation activity entry for a pronunciation task from face2face, Elementary (2005)*

For each activity, I recorded where in the book it occurred, what its focus was and what approach was used to introduce it to the learners together with the type of the task. I distinguished four different methodology types: purely imitative-intuitive, rather imitative-intuitive, purely analytic-linguistic, and rather analytic-linguistic. To determine which category each activity belongs to, I followed the criteria designed and used by Pokludová (2010), which I modified for my own use. In the presentation of the results for individual coursebooks, I treat purely and rather imitative-intuitive tasks and purely and rather analytic-linguistic tasks as two different groups. I am, however, aware of the difference between the four original classes, which are defined by Pokludová (2010, Appendix II, p. 1) in the following way:

- purely imitative-intuitive tasks: purely based on imitation of a model or providing students with no phonetic/phonological information
- rather imitative-intuitive tasks: based on imitation of a model, supported by visualisation through phonetic/phonological means
- purely analytic-linguistic tasks: providing students with phonetic/phonological information
- rather analytic-linguistic tasks: demanding students' application of their phonetic/phonological knowledge

The detailed criteria for the classification are provided in Appendix I.

The information from all the separate tables was transferred into one table designed to determine the 7 points of analysis (consistency, quantity, quality, the use of phonetic symbols, methodology, and revision) for each coursebook. This enabled me to finally compare the seven publications. Both the results for each coursebook and the final comparison are presented in the next part.

3.2.2 Results

3.2.2.1 Individual coursebooks

In this section, I present the analyses of the coursebooks one by one. I proceed in a chronological order respecting the years in which the books were published. A short description and a table summarising the most important findings are provided.

Time to Talk 1, Polyglot, 2001

The *Time to Talk 1* (2001) coursebook was published in the Czech Republic and is also aimed at Czech students of English only. Its rationale is explained not only in the teacher's book but also in the book for students. There are two pages with notes dedicated specifically to phonetics and phonology. The coursebook uses International Phonetic Alphabet (IPA) to transcribe new words and to introduce new sounds. The phonetic symbols are organised in a table together with an example word that contains the target sound and, as it focuses on the similarities and differences between English and Czech, its equivalent – if it exists – in Czech.

The table below shows the results of my 7-point analysis. Pronunciation activities were not marked in the table of contents or specially labelled in the coursebook and thus had to be carefully searched for.

Coursebook:		<i>Time to Talk 1</i>
consistency:	Number of unit parts that include pron. activities/number of unit parts:	21/41* = 51.2% (*the coursebook contains 10 units plus a revision unit 11 – not counted in the final analysis – and an introductory unit 0 consisting of one double page A; each unit has 4 parts A, B, C, D)
quantity:	Total number of pronunciation activities/number of unit parts	80/41 = 2 activities in a unit part on average
quality (focus, which pron. phenomena):		sounds, word stress, linking, assimilation, sounds vs. letters, weak forms, homophones, L1-L2 contrasts
the use of phonetic symbols:		for almost every new word, phonetic symbols introduced, there is also a description on how pronunciation is dealt with at the beginning of the book

methodology:	Number of activities/total number of pronunciation activities - purely imitative-intuitive tasks - rather imitative-intuitive tasks - purely analytic-linguistic tasks - rather analytic-linguistic tasks	18/80 = 22.5% 9/80 = 11.25% 17/80 = 21.25% 36/80 = 45%	} 33.75% } 66.25%
	Number of purely analytic-linguistic tasks/number of unit parts	17/41	
	Number of purely and rather analytic-linguistic tasks/number of unit parts	53/41 = 1.3 activities in a unit part on average	
revision (number of activities/number of review units)		6/3 = 2 activities in a unit part on average	

Table 3: *Results of the analysis of the coursebook Time to Talk 1 (2001). For the entries on the individual pronunciation activities see Appendix II.*

As we can see, pronunciation activities are not offered in each unit part⁶. The reason is that each unit consists of four parts A, B, C, and D and each gives preference to a different language system or skill. Pronunciation is thus mostly dealt with in part B. That is why the average number of pronunciation tasks per unit part equals 2. The coursebook covers both segmentals and suprasegmentals, provides information on homonyms, the difference between letters and sounds, and also the contrast between Czech and English. Both explicit and implicit pronunciation tasks are used; the proportion is 66.25% to 33.75%, respectively. The average number of analytic-linguistic tasks per unit is 1.3. The coursebook also deals with pronunciation in the revision unit.

Opportunities, Beginner, Longman (2002)

The coursebook *Opportunities, Beginner* (2002) shows entries on pronunciation in the table of contents already, nevertheless, pronunciation tasks are spread all over the units and had to be looked for. The book does not offer a table with pronunciation symbols and uses IPA only in the exercises in the review units.

The detailed analysis is provided below.

⁶ unit part = one section of a unit in the coursebook usually consisting of a double page

Coursebook:		<i>Opportunities, Beginner</i>	
consistency:	Number of unit parts that include pron. activities/number of unit parts:	47/49* = 95.9% (*the coursebook contains 16 units – called <i>modules</i> – plus an introductory unit (counted as one part), each module has an introductory page (counted as one part) and two parts of two pages)	
quantity:	Total number of pronunciation activities/number of unit parts	103/49 = 2.1 activities in a unit part on average	
quality (focus, which pron. phenomena):		word stress, sentence stress and intonation, sounds	
the use of phonetic symbols:		only in the exercises in the review parts	
methodology:	Number of activities/total number of pronunciation activities - purely imitative-intuitive tasks - rather imitative-intuitive tasks - purely analytic-linguistic tasks - rather analytic-linguistic tasks	103/103 } 100% 0/103 0/103 } 0% 0/103	
	Number of purely analytic-linguistic tasks/number of unit parts	0/49	
	Number of purely and rather analytic-linguistic tasks/number of unit parts	0/49 = 0 activities in a unit part on average	
revision (number of activities/number of review units)		13/8 = 1.6 activities in a unit part on average	

Table 4: *Results of the analysis of the coursebook Opportunities, Beginner (2002). For the entries on the individual pronunciation activities see Appendix II.*

Most of the unit parts contain pronunciation tasks. The average number of pronunciation activities per unit part is 2.1. The coursebook offers tasks mainly for word stress, sentence stress, intonation, and individual sounds. The approach used is purely imitative-intuitive and there are no explicit tasks. Revision of pronunciation phenomena is also provided; there are 1.6 pronunciation activities in a review unit part on average.

face2face, Elementary, Cambridge University Press (2005)

Pronunciation is not listed in the table of contents in this coursebook but it is labelled with letter P in the units or included among the *Help with listening* sections. It is not always marked in the review sections and again had to be carefully identified. A table with IPA is provided at the end

of the book and phonetic symbols are used to introduce some words or to illustrate some activities.

Table 5 summarises the most important findings of the analysis.

Coursebook:		<i>face2face, Elementary</i>
consistency:	Number of unit parts that include pron. activities/number of unit parts:	36/48* = 75% (*the coursebook contains 12 units and an introductory unit counted as one part; all the units have 4 parts apart from unit 12 that has only 3)
quantity:	Total number of pronunciation activities/number of unit parts	91/48 = 1.9 activities in a unit part on average
quality (focus, which pron. phenomena):		sounds, word stress, sentence stress, linking, intonation, weak forms, assimilation
the use of phonetic symbols:		sometimes for vocabulary, in some activities, phonetic alphabet provided at the end of the book
methodology:	Number of activities/total number of pronunciation activities - purely imitative-intuitive tasks - rather imitative-intuitive tasks - purely analytic-linguistic tasks - rather analytic-linguistic tasks	<div> <div> 36/91 = 39.5% 40/91 = 44% 10/91 = 11% 5/91 = 5.5% </div> <div> } 83.5% } 16.5% </div> </div>
	Number of purely analytic-linguistic tasks/number of unit parts	10/48
	Number of purely and rather analytic-linguistic tasks /number of unit parts	15/48 = 0.3 activities in a unit part on average
revision (number of activities/number of review units)		3/12 = 0.25 activities in a unit part on average

Table 5: *Results of the analysis of the coursebook face2face, Elementary (2005). For the entries on the individual pronunciation activities see Appendix II.*

75% of the unit parts contain pronunciation activities and the average number of pronunciation tasks per unit part equals 1.9. The pronunciation focus is mostly on individual phonemes, word and sentence stress, linking, intonation, weak forms, and assimilation. The proportion of explicit versus implicit tasks is 16.5% to 83.5% with 0.3 explicit activities in a unit part on average. The coursebook provides some revision of pronunciation in the review parts.

New Inside Out, Beginner, Macmillan (2007)

New Inside Out (2007) lists pronunciation in the table of contents and provides IPA at the end of the book but otherwise uses phonetic symbols only rarely. The findings are summarised below.

Coursebook:		<i>New Inside Out, Beginner</i>
consistency:	Number of unit parts that include pron. activities/number of unit parts:	46/46* = 100% (*the coursebook contains 15 units plus an introductory unit 0 that consists of 2 pages; each unit has 6 pages; in order to better compare the coursebooks, each double page is counted as one part of the unit)
quantity:	Total number of pronunciation activities/number of unit parts	131/46 = 2.8 activities in a unit part on average
quality (focus, which pron. phenomena):		word stress, sentence stress, linking, sounds
the use of phonetic symbols:		rarely, phonetic symbols provided at the end of the coursebook
methodology:	Number of activities/total number of pronunciation activities - purely imitative-intuitive tasks - rather imitative-intuitive tasks - purely analytic-linguistic tasks - rather analytic-linguistic tasks	<div> <div> 90/131 = 68.7% 28/131 = 21.4% 2/131 = 1.5% 11/131 = 8.4% </div> <div> } 90.1% } 9.9% </div> </div>
	Number of purely analytic-linguistic tasks/number of unit parts	2/46
	Number of purely and rather analytic-linguistic tasks/number of unit parts	13/46 = 0.3 activities in a unit part on average
revision (number of activities/number of review units)		10/5 = 2 activities in a unit part on average

Table 6: *Results of the analysis of the coursebook New Inside Out, Beginner (2007). For the entries on the individual pronunciation activities see Appendix II.*

Pronunciation activities are included in each unit part and the average number of tasks focused on pronunciation per unit part is 2.8. The phenomena addressed are word stress, sentence stress, linking and individual phonemes. Most of the activities are of the imitative-intuitive type (90.1%) while only 9.9% of tasks are explicit (0.3 activities in a unit part). There are 2 pronunciation activities in each review unit.

New English File, Beginner, Oxford University Press (2009)

This coursebook includes pronunciation in the table of contents, provides a phonetic chart in the final section and uses transcription of words in the vocabulary sections located towards the end of the book. Pronunciation is also involved in the Practical English units and Grammar reference sections.

A detailed analysis is provided in Table 7.

Coursebook:		<i>New English File, Beginner</i>
consistency:	Number of unit parts that include pron. activities/number of unit parts:	21/21* = 100% (*the coursebook contains 7 units, each has 3 parts A, B, C)
quantity:	Total number of pronunciation activities/number of unit parts	45/21 = 2.1 activities in a unit part on average
quality (focus, which pron. phenomena):		sounds, word stress, sentence stress/rhythm, linking, sounds vs. letters, weak forms
the use of phonetic symbols:		phonetic chart provided, transcriptions of vocabulary in the vocabulary sections at the back of the book, individually in the units
methodology:	Number of activities/total number of pronunciation activities - purely imitative-intuitive tasks - rather imitative-intuitive tasks - purely analytic-linguistic tasks - rather analytic-linguistic tasks	<div> <div> 16/45 = 35.6% 19/45 = 42.2% 0/45 = 0% 10/45 = 22.2% </div> <div> } 77.8% } 22.2% </div> </div>
	Number of purely analytic-linguistic tasks/number of unit parts	0/21
	Number of purely and rather analytic-linguistic tasks/number of unit parts	10/21 = 0.5 activities in a unit part on average
revision (number of activities/number of review units)		14/7 = 2 activities in a unit part on average

Table 7: *Results of the analysis of the coursebook New English File, Beginner (2009). For the entries on the individual pronunciation activities see Appendix II.*

All unit parts of the coursebook include pronunciation activities. The average number of pronunciation tasks per unit part is 2.1. The focus is on segmentals, suprasegmentals and also

on the difference between letters and phonemes. 77.8% of all pronunciation activities are presented implicitly, the remaining 22.2% stand for explicit pronunciation tasks. There are 0.5 analytic-linguistic activities in a unit part. The book offers 2 revision activities in every review unit.

New Headway, Beginner, 4th ed., Oxford University Press (2013)

The *New Headway* course book does not place pronunciation into the table of contents. Phonetic symbols are explained at the end of the coursebook but they are used very rarely for transcription of new words. The detailed analysis for *New Headway* can be seen below.

Coursebook:		<i>New Headway, Beginner, 4th ed.</i>
consistency:	Number of unit parts that include pron. activities/number of unit parts:	43/53* = 81.1% (*the coursebook contains 14 units, the first 3 units have 6 pages each, the remaining units have 8 pages; in order to better compare the books, we understand a double page as one part of a unit)
quantity:	Total number of pronunciation activities/number of unit parts	104/53 = 2 activities in a unit part on average
quality (focus, which pron. phenomena):		word stress, sentence stress, intonation, sounds
the use of phonetic symbols:		only very rarely (for some words), phonetic symbols at the end of the coursebook
methodology:	Number of activities/total number of pronunciation activities - purely imitative-intuitive tasks - rather imitative-intuitive tasks - purely analytic-linguistic tasks - rather analytic-linguistic tasks	<div> <div> 94/104 = 90.4% 5/104 = 4.8% 1/104 = 1% 4/104 = 3.8% </div> <div> } 95.2% } 4.8% </div> </div>
	Number of purely analytic-linguistic tasks/number of unit parts	1/53
	Number of purely and rather analytic-linguistic tasks/number of unit parts	5/53 = 0.09 activities in a unit part on average
revision (number of activities/number of review units)		no revision = 0

Table 8: *Results of the analysis of the coursebook New Headway, Beginner, 4th ed. (2013). For the entries on the individual pronunciation activities see Appendix II.*

81.1% of the unit parts contain some pronunciation activities. The total number of pronunciation tasks in the coursebook is 104 which stands for 2 activities per unit part on average. The phenomena covered are word and sentence stress, intonation, and individual sounds. Most of the activities are implicit with only 4.8% of explicit tasks in the whole book (0.09 analytic-linguistic tasks in a unit part on average). No revision is provided but I need to mention the existence of separate resource books called the *New Headway Pronunciation Course* focusing on pronunciation only that are available for the *New Headway* series.

Navigate, Beginner, Oxford University Press (2016)

The *Navigate* coursebook is the newest resource used in EFL teaching that I analysed. Pronunciation has its place in the table of contents, IPA is provided, and transcription symbols are used especially for new vocabulary in the wordlists.

The detailed analysis is provided in Table 9.

Coursebook:		<i>Navigate, Beginner</i>
consistency:	Number of unit parts that include pron. activities/number of unit parts:	39/40* = 97.5% (*the coursebook contains 10 units, each has part 5 parts, each part is composed of two pages; part 5 was not taken into account in the analysis as it is a single page only with tasks related to a video)
quantity:	Total number of pronunciation activities/number of unit parts	97/40 = 2.4 activities in a unit part on average
quality (focus, which pron. phenomena):		word stress, sentence stress, intonation, linking, weak forms, connected speech, sounds, speech chunks, silent letters, different voice (register)
the use of phonetic symbols:		sometimes, always for vocabulary in wordlists, phonetic symbols at the end of the book
methodology:	Number of activities/total number of pronunciation activities - purely imitative-intuitive tasks - rather imitative-intuitive tasks - purely analytic-linguistic tasks - rather analytic-linguistic tasks	<div> <div> 49/97 = 50.5% 12/97 = 12.4% 14/97 = 14.4% 22/97 = 22.7% </div> <div> } 62.9% } 37.1% </div> </div>
	Number of purely analytic-linguistic tasks/number of unit parts	14/40

	Number of purely and rather analytic-linguistic tasks/number of unit parts	36/40 = 0.9 activities in a unit part on average
revision (number of activities/number of review units)		2/10 = 0.2 activities in a unit part on average

Table 9: *Results of the analysis of the coursebook Navigate, Beginner. (2016). For the entries on the individual pronunciation activities see Appendix II.*

The coursebook provides a lot of pronunciation activities; the average number of pronunciation tasks per unit part equals 2.4 and almost all unit parts include at least one pronunciation activity. The emphasis is on all aspects of pronunciation; the most prominent features that are usually not covered by other books are speech chunks, silent letters, or voice register. I could identify 36 explicit tasks in the book (0.9 activity per unit part), which stands for 37.1% of all activities dedicated to pronunciation. Revision is provided but pronunciation is often not included.

It is clear that the coursebooks differ in the way they deal with pronunciation; the next part is going to present how prominent this difference is.

3.2.2.2 Comparison of the coursebooks

In order to compare how consistent the coursebooks are when introducing pronunciation, I contrasted the number of unit parts that include pronunciation and the number of unit parts in each book. The final number presents the percentage of unit parts that provide pronunciation practice. The figure below shows the comparison of the seven coursebooks I analysed.

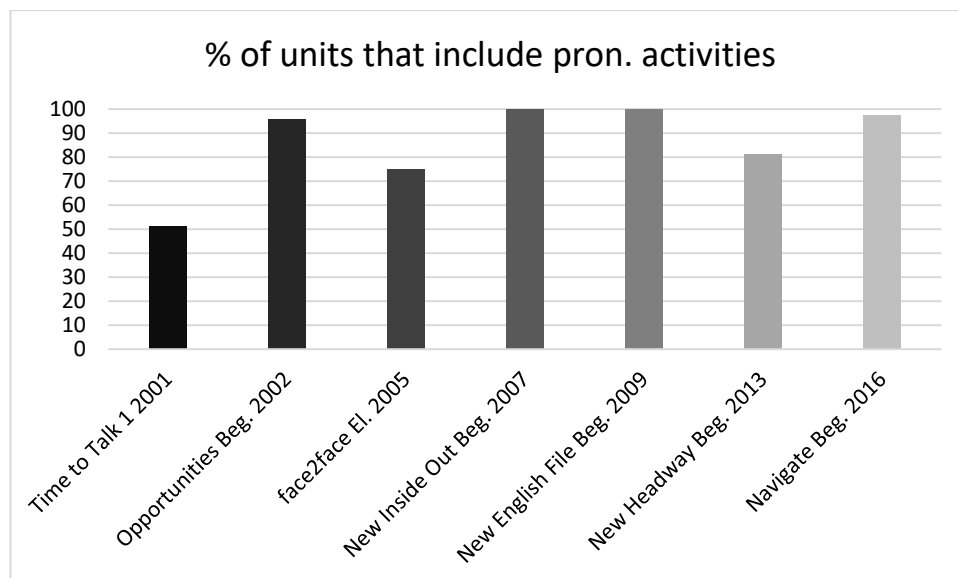


Figure 2: *The percentage of units that include pronunciation activities.*

As we can see, there are some coursebooks – *New Inside Out* (2007) and *New English File* (2009) – that provide some pronunciation practice in each unit part. Other books, such as *Time to Talk* (2001) do not present pronunciation tasks consistently throughout the whole book. Let us, however, not come to any premature conclusions. The layouts of the textbooks differ and some unit parts are often dedicated to only one (or a few) specific different skill(s) or language system(s). For that reason, I cannot claim that some of the coursebooks do not practice pronunciation as much as the others.

The second point of analysis was the average number of pronunciation activities that occur in each unit part as shown in Figure 3.

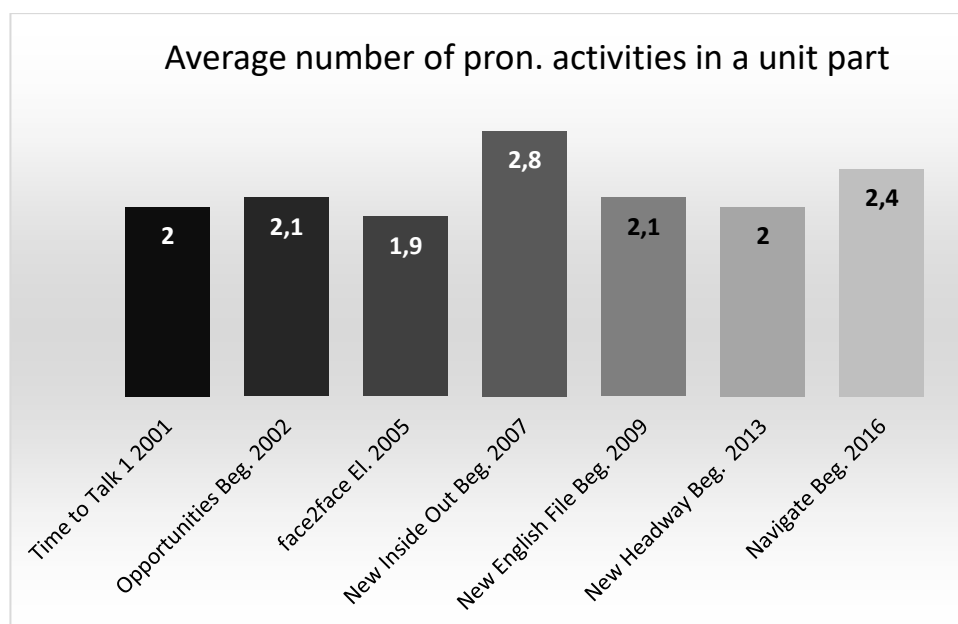


Figure 3: *An average number of pronunciation activities in a unit part.*

Most of the coursebooks offer approximately two pronunciation activities per unit part. The most pronunciation activities in a unit part are available in *New Inside Out* (2007), the least in *face2face* (2005).

The pronunciation focus of each coursebook varies to some degree, but all the books cover at least some segmentals and some suprasegmentals. They most frequently aim at the practice of individual phonemes and word and sentence stress. As for the use of phonetic symbols, there are books that often rely on them and transcribe the new vocabulary. The books to name are *Time to Talk* (2003), *New English File* (2009), or *Navigate* (2016). Other books include transcription symbols only sometimes, e.g. *face2face* (2005). And some coursebooks, such as *Opportunities* (2002), *New Inside Out* (2007), and *New Headway* (2013), use phonetic symbols only rarely.

The figure that is of our main interest is Figure 4 showing the percentage of analytic-linguistic (explicit) tasks versus imitative-intuitive (implicit) tasks dedicated to pronunciation.

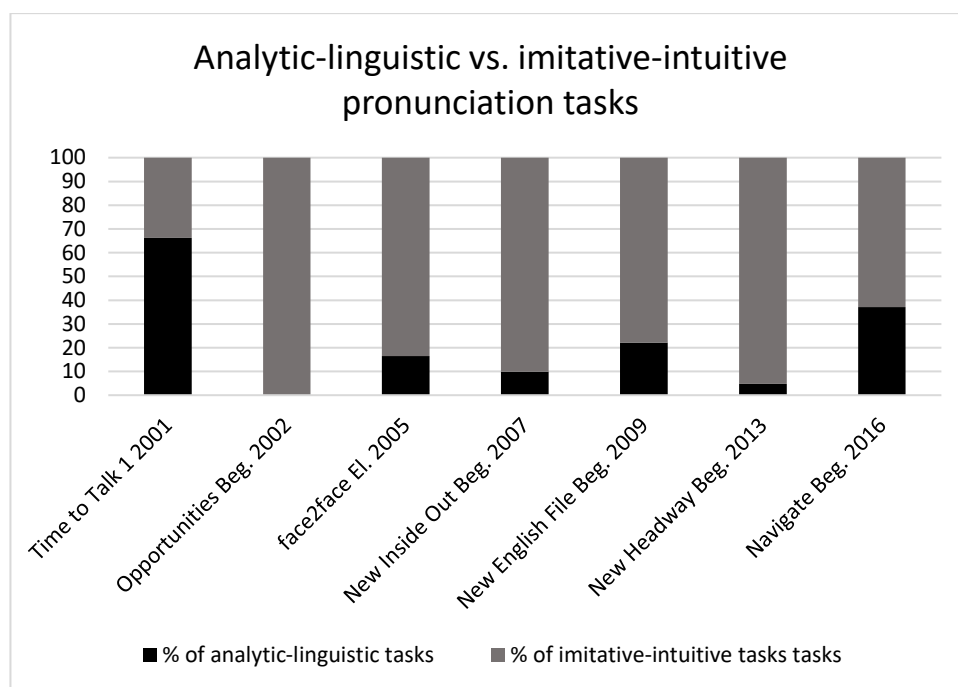


Figure 4: *The percentage of analytic-linguistic tasks versus imitative-intuitive pronunciation tasks.*

Figure 4 presents a comparison of the seven coursebooks in terms of the number of activities of the explicit and of the implicit type they provide. Originally, I distinguished four methodology (task) types: purely and rather imitative-intuitive tasks and purely and rather analytic-linguistic tasks. In order to better see the difference between the coursebooks, I joined those into two groups – implicit and explicit – only. We should therefore bear in mind that the explicit group contains some small amount of implicitly presented information on pronunciation and vice versa. The explicitly presented phenomena are also often accompanied by listen-and-repeat implicit practise. In spite of that, it is clear that some coursebooks do not provide any tasks which are in my classification recognised as purely or rather explicit, or they offer only a very small percentage of those. This is the case of *Opportunities* (2002), *New Inside Out* (2007), and *New Headway* (2013). In percentage the figures are: 0%, 9.9%, and 4.8%, respectively. *face2face* (2005) offers 16.5% of explicit tasks, *New English File* (2009) 22.2%. The coursebooks that balance explicit and implicit activities more are *Time to Talk* (2001) with 66.25% of analytic-linguistic tasks and *Navigate* (2016) with 37.1%.

The average number of analytic-linguistic tasks per unit corresponds to the figures in percentage. The numbers are shown in Figure 5.

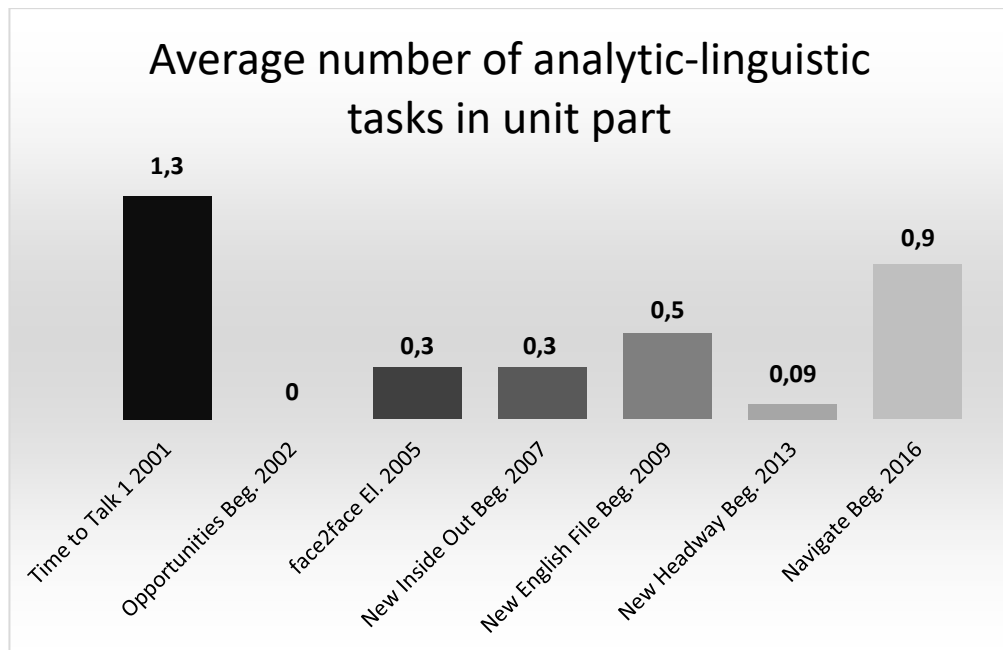


Figure 5: *The average number of analytic-linguistic tasks in a unit part.*

The range of explicit pronunciation activities a unit part of the coursebooks offers is from 0 in *Opportunities* (2002) to 1.3 in *Time to Talk* (2001). Similar data are shown already in Figure 4 but in percentage.

One more figure on the topic of explicit pronunciation information should be presented. To clearly indicate which coursebooks contain a great deal of explicit information and which almost none, I have decided to contrast two other groups of activities: those that provide at least some analytic-linguistic information (purely and rather analytic-linguistic tasks but also rather imitative-intuitive tasks) and those with no explicit information at all (purely imitative-intuitive tasks). The comparison is provided in Table 10 and visualised in Figure 6.

Coursebook	% of activities with at least some explicit information	% of only implicit activities
Time to Talk 1 2001	77.5	22.5
Opportunities Beg. 2002	0	100
face2face El. 2005	60.5	39.5
New Inside Out Beg. 2007	31.3	68.7
New English File Beg. 2009	64.6	35.6
New Headway Beg. 2013	9.6	90.4
Navigate A1 Beg. 2016	49.5	50.5

Table 10: *Percentage of tasks containing at least some explicit information contrasted with tasks that are strictly implicit.*

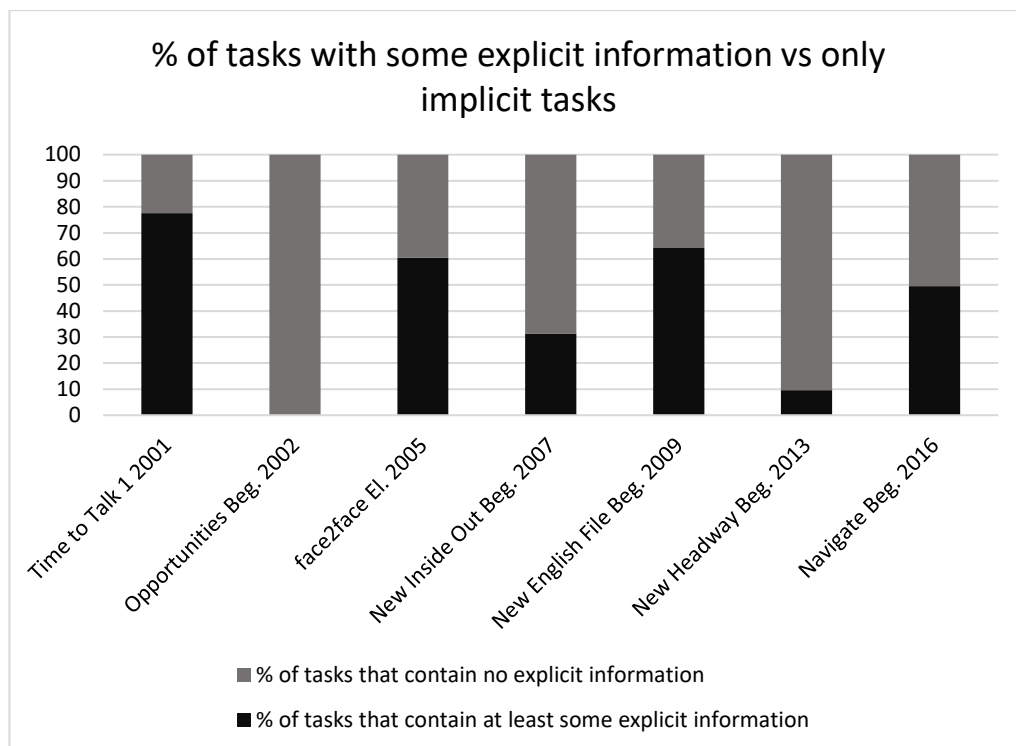


Figure 6: Percentage of tasks containing at least some explicit information contrasted with tasks that are strictly implicit.

We can see that even now when I considered all activities that contain at least a minimal amount of explicit information, there is still one coursebook, *Opportunities* (2007) that must be described as offering implicit tasks only. The other coursebooks contain at least some. Those with low amount of activities with at least some analytic-linguistic features are *New Inside Out* (2007) with 31.3% and *New Headway* (20013) with only 9.6%. The other coursebooks balance the amount of explicit and implicit information better.

Lastly, I investigated whether pronunciation was revised in the review units of each coursebook. The results are shown in Figure 7.

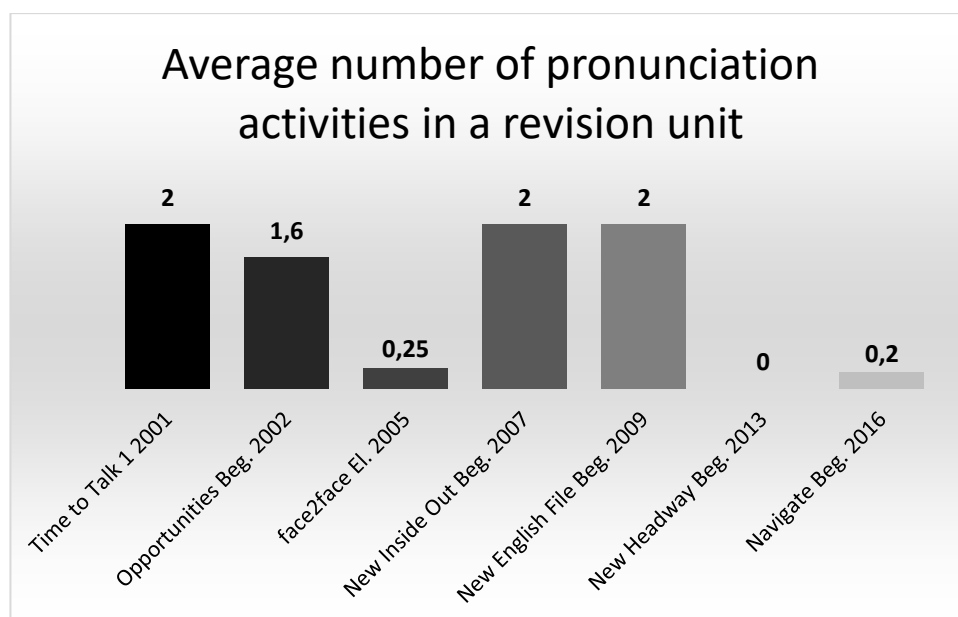


Figure 7: *The average number of pronunciation activities per revision unit.*

Three coursebooks offer two pronunciation tasks on average in each review unit: *Time to Talk* (2001), *New Inside Out* (2007) and *New English File* (2009). There are some books that provide the learner with at least some revision: *Opportunities* (2002), *face2face* (2005) and *Navigate* (2016), and only one offering no revision at all: *New Headway* (2013).

I can conclude that according to the results presented above, the coursebooks differ in the way they deal with pronunciation. I am, however, fully aware of the fact that a coursebook itself cannot represent the real teaching that takes place in the language classroom and that the teacher's role is also very important. For that reason, I have decided to also analyse the teacher's books that accompany the coursebooks as these might serve as a source of many crucial pieces of information regarding pronunciation that the teacher presents to the learners.

3.3 ANALYSIS OF THE TEACHER'S BOOKS

3.3.1 Material and method

The same book titles and levels were used for the second analysis, this time, however, I focused not only on the students' books but also on the teacher's manuals provided. My first step was to familiarise myself with the general approach of the coursebook towards pronunciation. In order to do so, I read the introductory words at the beginning of the teacher's manuals. The most important findings are presented in the next section. Secondly, to further determine how explicit the explanation of pronunciation in each book is, I selected three pronunciation

phenomena and examined them in greater detail. First, I looked at how each phenomenon is defined in literature dedicated to (or at least partly dealing with) the description of phonetics and phonology. I namely used the publications written by Kelly (2000, pp. 66–69 and pp. 111–112), Celce-Murcia et al. (2010, pp. 164–167 and p. 175), Roach (2000, p. 70, pp. 93–103, and pp. 144–145), and Scrivener (2011, p. 21 and pp. 277–278).

The three pronunciation features which were chosen for the analysis were word stress, linking, and the -s ending, which could either stand for the plural -s, 3rd person -s in present simple verbs, or possessive 's. The choice as to which of the three options to analyse depended on which use of the -s ending was mentioned first in the coursebook. The same pronunciation rules can be applied to all of them, but they are usually thoroughly explained only when introduced for the first time. Based on what I found out about each of the three phenomena in literature on phonetics and phonology, I created tables of the defining features (see Tables 10, 11, and 12 in part 3.3.2) that enabled me to at least roughly compare the selected books.

For word stress, I was interested in whether the book highlights its importance, mentions the concept of a syllable and defines the qualities of a stressed syllable, also in whether the dictionary marking of stress is explained, whether any explicit rules or stress patterns are provided or whether different levels of stress are paid attention to. The defining features of the -s ending were the three possible pronunciation variants with /ɪz/ used as an additional syllable and pronounced after sibilants, the concept of voiced and voiceless sounds and whether these were explained. For linking, the important points that the manuals on phonology highlighted were the importance of the phenomenon, its being a feature of the connected speech, its definition, the marking of linking, and the different types.

When determining which of the defining features were mentioned in each publication, I looked at both the information provided in the students' book and the teacher's book as these are meant to be used in combination. I dealt with the first mention of word stress in each book, with one of the three possible -s ending uses, and with the way linking was being explained throughout the whole publication. The tables designed for the comparison consisted of 24 different defining features altogether. For each coursebook, I ticked the ones I found either in the students' or in the teacher's book. The results are presented in the next section.

3.3.2 Results

In this part, I first describe the general approach of each coursebook to pronunciation teaching as stated in the forewords of the teacher's books, and then proceed to determine how explicit the presentation of the pronunciation phenomena in each publication is (i.e. the students' and the teacher's book used together).

3.3.2.1 The general approach to pronunciation teaching of each coursebook

The *Time to Talk 1* coursebook (2001) treats pronunciation as very important from the very beginning. As the foreword states, the publication provides a comparison between the written and the spoken form of the language and uses IPA transcription. The pronunciation rules and models follow Standard British English. The goal is intelligibility and the practice of pronunciation which leads to the improvement of listening skills. Both the students' and the teacher's book contain a double page of notes on pronunciation and the teacher's manual offers additional explicit information on the teaching of phonetics and phonology, as is also apparent from the analysis that is described in the next four sections.

The authors of *Opportunities, Beginner* (2002) explain that pronunciation is dealt with systematically in their coursebook. It is mostly related to new words and the practice that is most favoured is that of the listen-and-repeat type. The manual, however, also states that "[t]here are occasionally extra pronunciation exercises when it is felt they may be necessary" (p. 10). Those mentioned are third person -s in present simple tense and word stress and some selected sounds in the review sections.

face2face, Elementary (2005) is also said to offer pronunciation practice throughout the whole book. It especially favours drills of vocabulary and new grammatical structures. Standard British pronunciation is used as the model, phonemic symbols are included, and the teacher's manual also offers some tips on how to approach this area in lessons.

The methodological notes for *New Inside Out* are taken from the *Elementary Teacher's Book* (2007) as I was unable to gain access to the foreword of the one aiming at the beginner level. Interestingly, the book does not provide any explanation on its own approach to pronunciation teaching but shows what methods and techniques could be used and what factors should be

acknowledged. The main goal of intelligibility is mentioned, and teachers are generally encouraged to consider their own teaching contexts. The publication additionally offers some notes on the use of drilling. Based on my own inspection of the coursebook, I can say that the general approach of the coursebook is to present pronunciation alongside other important language skills and systems, and that pronunciation activities are included in every unit of the book.

New English File, Beginner, Teacher's Book (2009) describes that the coursebook “has its own unique system of teaching the sounds of English, through simple memorable pictures of key words which illustrate the sound and also incorporate the phonetic symbol. Students visualize and remember the words and sounds together, and the word is then used as a reference point when learning the pronunciation of the other words with the same sound” (p. 8). It offers the practice of both segmentals and suprasegmentals and creates many opportunities for the students to pronounce the language.

New Headway, Beginner, 4th edition, Teacher's Book (2013) ranks among the publications that stress the importance of drilling. The foreword guides the teacher thoroughly through the use of this technique and explains its importance. The teachers are also encouraged to mark the stressed syllable when introducing new words.

The authors of the *Navigate, Beginner Teacher's Book* (2016) state that “[t]he course systematically teaches aspects of pronunciation and intonation that contribute to effective communication” (p. 8). The main goal is intelligibility and both segmental and suprasegmental features are taken into account. The publication also works with the explicit teaching of sound-spelling relations.

In the next three sections, I analyse the approach towards the teaching of the three selected pronunciation phenomena – word stress, -s ending, and linking – of each coursebook.

3.3.2.2 Word stress

Table 11 shows how many of the defining features (listed in the first column) of the phenomenon “word stress” were mentioned when this pronunciation aspect was explained for the first time in each of the seven publications.

Word stress	T-t-T	Opp.	F2F	NIO	NEF	NH	Nav.
importance of word stress	✓	X	X	X	X	X	✓
syllable mentioned	✓	✓	✓	✓	✓	✓	✓
qualities of a stressed syllable:							
- more prominent	✓	X	X	✓	✓	X	X
- louder	X	X	X	X	X	X	X
- longer	X	X	X	X	X	X	X
- higher in pitch/pitch change	X	X	X	X	X	X	X
- vowel quality	X	X	X	X	X	X	X
stress marking explained	✓	X	X	✓	✓	X	X
stress patterns, rules	X	X	✓	✓	X	X	X
different levels of stress	✓	X	X	X	X	X	X
stress vs unstress	X	X	X	X	✓	X	X

Table 11: *The presence or absence of the defining features of word stress in students' and teacher's books Time to Talk 1 (2001), Opportunities, Beginner (2002), face2face, Elementary (2005), New Inside Out, Beginner (2007), New English File, Beginner (2009), New Headway, Beginner, 4th ed. (2013) and Navigate, Beginner (2016).*

It is clear that none of the publications provides an explicit explanation of all the defining features of word stress. I would not even expect them to do so. Nevertheless, I can say that all of them include this aspect of pronunciation and clarify that it is a suprasegmental feature affecting syllables. The most explicit was the *Time to Talk* book (2001) which mentioned 5 out of the 11 defining features of word stress; the publications that mentioned only one, on the other hand, were *Opportunities* (2002) and *New Headway* (2013).

3.3.2.3 -s ending

Table 12 presents the amount of explicit information the coursebooks provided on the use of the -s endings.

-s ending	T-t-T	Opp.	F2F	NIO	NEF	NH	Nav.
3 pronunciation variants	✓	X	X	X	✓	✓	X
voiced vs voiceless	✓	X	X	X	✓	✓	✓
voice vs voiceless explained	X	X	X	X	✓	✓	✓
/ɪz/ - when?	✓	X	✓	✓	✓	X	X

Table 12: *The presence or absence of the defining features of the -s ending in students' and teacher's books Time to Talk 1 (2001), Opportunities, Beginner (2002), face2face, Elementary (2005), New Inside Out, Beginner (2007), New English File, Beginner (2009), New Headway, Beginner, 4th ed. (2013) and Navigate, Beginner (2016).*

The only coursebook that included all defining features of the pronunciation phenomenon of the -s ending was *New English File* (2009), which first mentioned the plural forms. All the other coursebooks explicitly explained at least some of the features apart from *Opportunities* (2002). This coursebook deals with possessive 's first (p. 25) but the only activity that is offered is that of the listen-and-repeat type. The foreword of the teacher's manual states that the verbal 3rd person -s (p. 60) is being focused on more but the only thing that is recommended in terms of pronunciation is: "Play the cassette and ask students to listen for the different pronunciation of the endings of the verbs" (p. 60).

3.3.2.4 Linking

The results of the analysis of the phenomenon of linking are presented in Table 13.

Linking	T-t-T	Opp.	F2F	NIO	NEF	NH	Nav.
importance of teaching linking	✓	X	X	X	✓	X	X
a feature of connected speech	✓	X	✓	X	X	X	✓
definition of linking	✓	X	✓	X	X	X	✓
marking of linking	✓	X	✓	✓	✓	✓	✓
types of linking:							
- linking /j/	X	X	✓	X	X	X	✓
- linking /w/	X	X	✓	X	X	X	✓
- linking /r/	✓	X	X	X	X	X	X
- intrusive r	X	X	X	X	X	X	X
- resyllabification (C-V)	✓	X	✓	✓	✓	✓	✓

Table 13: *The presence or absence of the defining features of linking in students' and teacher's books* Time to Talk 1 (2001), Opportunities, Beginner (2002), face2face, Elementary (2005), New Inside Out, Beginner (2007), New English File, Beginner (2009), New Headway, Beginner, 4th ed. (2013) and Navigate, Beginner (2016).

The majority of the publications make the teachers, and consequently the students, aware of the existence of linking, the way it is usually marked in the books, and the fact that the syllable boundaries change when two words are linked together. Some books also highlight the importance of the phenomenon for listening and distinguish different types of linking. The *Opportunities* book (2002) was the only one that did not mention linking at all.

3.3.2.5 The level of explicitness

From the first analysis of the students' books only, we know that the most explicit in terms of the explanation of various pronunciation phenomena appears to be *Time to Talk* (2001)

followed by *Navigate* (2016) and *New English File* (2009). Some coursebooks, on the other hand, seemed to contain very little or no explicit information at all, which was the case of *Opportunities* (2002), *New Inside Out* (2007) and *New Headway* (2013). I have, however, proposed the idea that the fact that the explicit information is not provided in the students' book does not have to necessarily mean that it will not be presented to the learner at all. A lot of the language presentation is transmitted through the teacher who has access to additional notes in the teacher's manual.

In the previous three sections, I presented the results of the analyses of the three pronunciation phenomena (word stress, -s ending and linking) separately. This time, I look at all of them at the same time. Altogether, there were 24 different defining features that could be mentioned to fully explain the three pronunciation aspects. None of the coursebooks included all of them and the seven publications were also found to differ to a great extent. The comparison is presented in Figure 8.

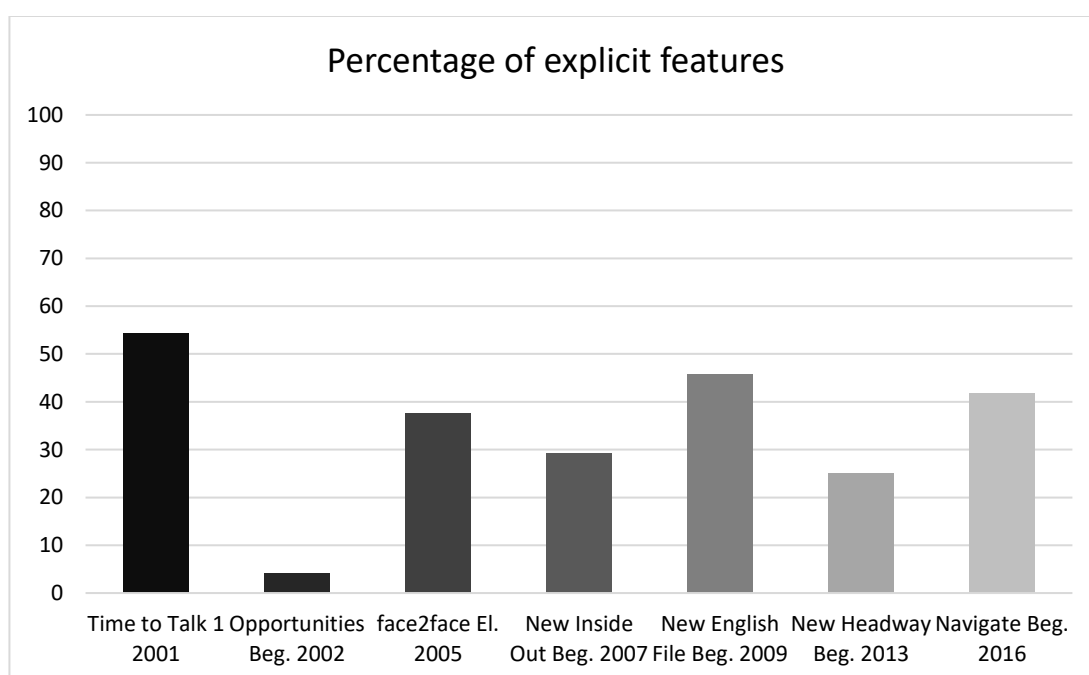


Figure 8: *The percentage of defining features of the phenomenon of word stress, -s ending and linking explicitly explained in the seven publications.*

The most explicit proved to be again *Time to Talk* (2001) with 54.2% of explicitly explained features, closely followed by *New English File* (2009) with 45.8%, *Navigate* (2016) with 41.7% and *face2face* (2005) with 37.5%. The last-mentioned publication appeared a lot more explicit when we considered both the students' and the teacher's book compared to the analysis of the students' book only. *New Headway* (2013) also proved to offer more explicit information for

the teacher (25%), which was also the case of *New Inside Out* (2007) with 29.2% of explicitly stated aspects. The *Opportunities* book (2002) was acknowledged as providing at least some explicit guidance (4.2%) to accompany the listen-and-repeat activities that are used as the only task-type throughout the whole students' book.

3.4 DISCUSSION

The research part of the thesis presented the findings of two types of analyses. In the first, I investigated seven different beginner/elementary coursebooks commonly used at Czech upper-secondary schools and determined how they dealt with pronunciation tasks in terms of the consistency of their use throughout the book, their quality, quantity, and type. I also wanted to find out whether the phenomena were revised and whether the publication made use of phonetic symbols. In the second analysis, I also considered the teacher's manuals as sources of information on pronunciation and looked at the general approach towards this language area (if stated by the book) and additional notes on the explicit teaching of the phenomena. The results revealed that there were great differences in some of the aspects in question among the coursebooks.

The notes on pronunciation in each teacher's manual discussed pronunciation and its importance from a different angle. *Time to Talk* (2001) stated that it was very important and dedicated two pages to further remarks and explanations on the topic. *Opportunities* (2002) claimed that pronunciation was dealt with systematically throughout the coursebook but, as will be discussed more later, it did not use pronunciation symbols and the only activity type offered was listen-and-repeat. *face2face* (2005) claimed to provide pronunciation tasks through the whole book but it became clear that their number per unit was the lowest compared to the other publications. *New Inside Out* (2007) opted for a different approach and asked the teachers to consider their own teaching context when approaching pronunciation. *New English File* (2009) presented its own system of the presentation of new sounds or prosodies, which might be helpful but, as I have noticed, it seems mostly context-independent. *New Headway* (2013) provided additional notes only on word stress and the technique of drilling, but we should not forget that apart from the coursebook and the teacher's manual, there is another resource available called *The Pronunciation Course* dealing with pronunciation only. *Navigate* (2016) also mentioned pronunciation in the foreword and especially stressed that the main goal of pronunciation teaching was intelligible speech.

In terms of consistency, most of the publications provided pronunciation activities in more than 70% of the unit parts⁷. The only exception was *Time to Talk* (2001) with 51.2% but, as was already explained, this was due to the different structuring of the book in which some unit parts were designed to deal mostly with pronunciation tasks while others focus their attention on the practice of other language systems and skills.

Most of the coursebooks were also found to balance the activities whose focus were segmentals and suprasegmentals. None of the publications gave a strong preference to the one area over the other. The average number of activities per unit part was 2.2, with the lowest being 1.9 in *face2face* (2005) and the highest 2.8 in *New Inside Out* (2007).

The publications differed in the use of phonetic symbols. All but *Opportunities* (2002) provided a table with the International Phonetic Alphabet (IPA) at the beginning or the end of the book but some, namely *Opportunities* (2002), *New Inside Out* (2007) and *New Headway* (2013), did not use the transcription symbols much otherwise. The other coursebooks, *Time to Talk* (2001), *face2face* (2005), *New English File* (2009), and *Navigate* (2016) used IPA when introducing new words or sounds.

As for revision of the pronunciation phenomena, all of the coursebooks apart from *New Headway* (2013) offered review units. There were two activities to practise on in each revision unit in *Time to Talk* (2001), *New Inside Out* (2007), and *New English File* (2009), the rest of the publications provided less.

What I was, however, mostly interested in was the proportion of explicit and implicit tasks and the kind of information on the pronunciation aspects that was available. I have discussed the importance of both types of the tasks in the theoretical part of the thesis, and previous research has suggested that ideally, their use should be well balanced. In my own analysis of the students' books, I distinguished four types of pronunciation activities: rather and purely intuitive-imitative, and rather and purely analytic-linguistic. When grouped into two, i.e. implicit and explicit, it was discovered that only *Time to Talk* (2001) offered more than 50% of explicit tasks while the other publications did not exceed 38%. I have, however, also worked with a different classification. Since the rather intuitive-imitative activities included at least some explicit information, I decided to add them into the "explicit group". In this way, I had a

⁷ usually a double page in the coursebook

class of activities of at least some amount of explicit information and that of implicit tasks only, and the resulting figures changed. There were four coursebooks that would comply with the criterion of offering at least 50% of explicitly-presented tasks; these were: *Time to Talk* (2001) with 77.5%, *face2face* (2005) with 60.5%, *New English File* (2009) with 64.4, and *Navigate* (2016) with 49.9%. The results correlate with the findings of my analysis of the teacher's manuals in which I have found that the same four publications mentioned at least 35% of the features that could be explicitly explained when presenting the phenomenon of word stress, -s ending, and linking.

My initial hypothesis was, nevertheless, not confirmed. I expected the recently-published coursebooks or the new editions to contain more pronunciation activities and to reflect on the finding that analytic-linguistic tasks and more explicit information is beneficial for learners. The results showed, however, that it was *Time to Talk* (2001), the oldest publication analysed, that paid a lot of attention to pronunciation and dealt with it most explicitly. This finding is also in accordance with Pokludová's (2010) research that showed that the coursebooks published in the Czech Republic included more explicit tasks compared to the British publications. The approach to pronunciation teaching in the coursebooks seemed otherwise of a rather periodical format: when ordered according to the date of publication and starting with the oldest, we can see that every second coursebook contains less explicit information compared to the other publications; i.e. those coursebooks published in 2002, 2007, and 2013 are less explicit than those published in 2001, 2005, 2009, and 2016. I therefore cannot conclude that the number of explicit tasks is either increasing or decreasing the more recent the books are.

The results I have reached may, of course, be affected by some of the possible limitations of my research. Although I tried to specify the guidelines I followed when analysing the pronunciation activities in the coursebooks, there is a degree of subjectivity in sorting the pronunciation tasks into groups and other researchers might classify them slightly differently. Moreover, I worked only with three pronunciation phenomena in the second analysis and the results thus cannot be interpreted as being strictly representative of the whole book. I also chose only seven coursebooks and could have worked with a larger number, or possibly with different titles and levels.

4 Conclusion

The very first intended aim of my work was to find the answer to the question of why pronunciation was not dealt with more at Czech upper-secondary schools. My own experience from university seminars showed me that there were some very effective and really easy ways of teaching this language area and I thought it a shame that I had not been presented with such activities sooner. From the results of Vykouková's (2014) survey study, it became apparent that about a third of the teachers at Czech upper-secondary schools have no specific qualification to teach pronunciation and only 30.7% of those who participated in the research reported that they taught it systematically and with previous planning. Although the most crucial curricular documents – mainly the CEFR and the RVP – mention the importance of good pronunciation and the need to teach it, the use of pronunciation activities in lessons is still very limited. I discovered that one of the factors influencing pronunciation teaching was the coursebook as, based on previous research, it became apparent that for many teachers coursebooks were the main – if not the only – sources they used for teaching and for preparing their lessons. For that reason, I decided to conduct an analysis of my own with the aims of providing a coursebook comparison and finding out how explicit the included pronunciation activities were. This research question was based on the previously-confirmed fact that learners benefit from being exposed to both implicit and explicit type of instruction and pronunciation tasks. I also wanted to create a concise guide for teachers who happen to work with one of the publications I analysed, as this might remind them of the existence and the usefulness of other resources. My hypothesis was that the newer coursebooks or the more recent editions would contain more pronunciation activities and would use a greater amount of explicitness.

In the theoretical part of my thesis, I introduced the basic terminology, talked about the importance of pronunciation teaching and listed various teaching methods and approaches before proceeding to the discussion of how pronunciation was being taught nowadays. I have especially dealt with the situation in the Czech Republic and finished the first chapter with highlighting the importance of explicit instruction. In the second chapter of the theoretical part, I further looked at what other researchers had said about the use of coursebooks in the language classroom.

In the research part, I talked about the method and the results of my own analysis of the students' and teacher's books that are used at Czech upper-secondary schools. Results of both parts of

the analysis were presented and a correlation between them was shown in the Discussion part. The hypothesis was not confirmed.

It might seem that it can be claimed that four of the coursebooks were better than the other three in terms of how they dealt with pronunciation, yet, I do not want to come to such conclusions. Even the four books that seem to include pronunciation more or are more explicit differed from each other to a great extent, and the conclusion should not be that we should further analyse those to find out which one is the best and stop using the other publications completely. What it shows us, however, is that we as teachers cannot rely on one coursebook only but that we should go through its contents and make decisions based on the knowledge of our own teaching context and our learners' needs. Our students might know certain aspects of pronunciation already or they might enjoy the implicit type of teaching more than the explicit. That is not wrong.

The thesis was meant to serve as a guide to teachers to show them what is missing in the coursebook they are using, but that is not its main conclusion. The most significant outcome is the fact that we need to keep thinking about the materials we use and adapt them if they are not suitable, as one coursebook cannot possibly give us all we need to be able to teach in a language classroom, and that we should not underestimate the need for and the importance of qualified, well-informed teachers who, in cooperation with their students, are able to evaluate their teaching context and deliver the most effective instruction possible.

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Resumé

Diplomová práce vychází z poznatku, že výuka výslovnosti angličtiny na českých středních školách bývá obvykle dost omezená a čas se raději věnuje jiným jazykovým oblastem. Jak ovšem vyplývá z předchozího výzkumu (v českém kontextu je nejpodstatnější dotazníková studie od Vykoukové, 2014), nejen kurikulární dokumenty, které udávají, jak by měla výuka vypadat, ale také sami učitelé považují výslovnost za důležitou. Pedagogové by se jí rádi věnovali ve větší míře, ale mnozí z nich přiznávají, že nemají potřebnou kvalifikaci a chtěli by se v této oblasti vzdělávat dále.

70,1 % učitelů, kteří se zapojili do již zmiňované dotazníkové studie, odpovědělo, že se ve výuce opírá prakticky jen o školu poskytnutou učebnici. Právě to by mohlo být jedním z faktorů, proč se výuka výslovnosti v české školní třídě realizuje tak málo. Cílem diplomové práce je prozkoumat učební materiály (učebnice a knihy pro učitele), které se nejčastěji používají na českých středních školách, a určit, jak přistupují k výuce výslovnosti angličtiny. Práce je dále založena na závěrech předcházejících studií, z nichž vyplývá, že je pro žáky užitečné nejen to, co se naučí implicitně – pouze na základě poslechu a opakování – ale také to, nad čím se musí samostatně zamyslet, aby daný jev pochopili. Hlavním bodem práce je tedy popsat, jak se k tomuto poznatku staví moderní učebnice, a zjistit, nakolik explicitní jsou informace týkající se výslovnosti v nich obsažené. Mou hypotézou, která pramení především z vlastní zkušenosti s používáním učebních materiálů, je, že nejnovější učebnice nebo nové edice starších publikací budou obsahovat více výslovnostních aktivit a poskytnou větší míru explicitních informací.

Teoretická část práce se skládá ze dvou kapitol. První se věnuje výuce výslovnosti a její důležitosti. Představuje nejdůležitější terminologii a shrnuje, jak vypadala výuka výslovnosti angličtiny za použití některých nejznámějších výukových metod. To, v čem se jednotlivé metody v přístupu k výslovnosti liší nejvíce, je upřednostňování takzvaných analyticko-lingvistických nebo intuitivně-imitativních typů aktivit. Typ první je založen na tom, že žáci pochopí, jak se určitý jev vyslovuje a co přesně je potřeba udělat pro jeho správnou artikulaci. Učitel v hodině obvykle používá transkripci jednotlivých hlásek, popisy artikulacních orgánů nebo definice daných jevů. Intuitivně-imitativní aktivity oproti tomu spoléhají na to, že žák bude schopen výslovnost napodobit prakticky pouze na základě toho, co slyší.

První kapitola teoretické části práce dále poukazuje na cíle vyučování a soustředí se především na to, jak vypadá použití aktivit procvičujících výslovnost angličtiny na českých školách. Podstatný je zde již zmiňovaný výzkum od Vykoukové (2014), do něhož se zapojilo 228 středoškolských učitelů a kteří vypověděli, že přestože považují výslovnost za podstatnou, často ji učí jen velmi sporadicky. Pouze 30,7 % z nich ji učí cíleně a s předchozí přípravou a jen 54,3 % se výslovnosti věnuje každou hodinu. Tato část práce se dále zabývá otázkou, zda je vůbec možné výslovnost naučit, a prezentuje závěry předchozího výzkumu, které naopak dokazují, že i krátkodobá intervence v podobě cíleného vyučování výslovnosti vede na straně žáků ke zlepšení. Kapitola je zakončena částí týkající se explicitního způsobu prezentace výslovnostních jevů, z níž je patrné, že by se měly používat jak výslovnostní aktivity intuitivně-imitativní (implicitní), tak analyticko-lingvistické (explicitní).

Druhá kapitola teoretické části zkoumá využití učebnic ve výuce angličtiny. Ukazuje, že učebnice představují nejčastěji používaný učební materiál, a také prezentuje názor mnoha vědců, kteří poukazují na jejich nedostatečnost a omezenost. Szpyra-Kozłowska (2015) například popisuje svou analýzu 25 učebnic angličtiny vydaných v Británii a uvádí, že většina z nich se výslovnosti věnuje jen ve velmi malé míře. K podobným závěrům došli i Derwingová a její kolegové (2012), kteří procházeli 12 učebnic angličtiny jako druhého jazyka a stanovili, že výslovnost byla zastoupena pouze z 0,4–15 % ze všech nabízených aktivit. Tergujeffová (2010), která zkoumala učebnice vydané ve Finsku, byla se začleněním výslovnostních aktivit spokojená, co jí ovšem chybělo, byly explicitní informace ohledně intonace, rytmu a aspektů týkajících se spojování hlásek v proudě řeči. Nelze se tedy divit tvrzení, že z tohoto hlediska žádná perfektní učebnice vlastně neexistuje (Charalambous, 2011, str. 5).

Praktická část práce prezentuje můj vlastní výzkum. Skládá se ze dvou oddílů, přičemž první analyzuje sedm nejčastěji používaných učebnic angličtiny pro střední školy na úrovni beginner/elementary. Publikace, které jsem použila, jsou: *Time to Talk* (2001), *Opportunities* (2002), *face2face* (2005), *New Inside Out* (2007), *New English File* (2009), *New Headway* (2013) a *Navigate* (2016). V této části analýzy mě zajímalo, jak konzistentní jednotlivé učebnice jsou v prezentaci výslovnostních aktivit, kolik jich nabízejí, jaký je jejich cíl a jakého jsou metodologického typu. Zaměřila jsem se i na to, jestli učebnice používá transkripční symboly a výslovnostní jevy opakuje. Závěrem bylo, že učebnice se v řadě aspektů víceméně shodují (počet aktivit, konzistentnost, výslovnostní jevy, které zahrnují), v mnohých se ale výrazně liší. Některé učebnice se prakticky vyhnuly použití transkripce (*Opportunities*, 2002),

jiné zase neposkytly žádný prostor pro opakování (*New Headway*, 2013). V čem se také velmi významně lišily, byl typ aktivit. Analyticko-lingvistické aktivity byly ve velké míře (50 % a více) obsaženy v publikacích *Time to Talk* (2001), *face2face* (2005), *New English File* (2009) a *Navigate* (2016), zatímco ostatní jich nabídly jen velice málo (a například *Opportunities*, 2002 neobsahovala explicitní aktivity žádné a nácvik výslovnosti byl tedy realizován pouze skrze poslech a opakování).

Druhá analýza se zabývala navíc i knihami pro učitele, jelikož i ty poskytují cenné informace, které pedagog může svým žákům předat. Výzkum prezentoval obecný přístup každé knihy k výuce výslovnosti, jež publikace sama popsala ve svém úvodu, a věnoval se třem vybraným výslovnostním jevům: slovnímu přízvuku, -s koncovkám (zde byly tři možnosti: posesivní 's, plurálová koncovka, nebo koncovka sloves ve třetí osobě jednotného čísla v přítomném prostém čase, podle toho, který jev byl zmíněn jako první) a spojování v proudě řeči. Cílem bylo určit, které z možných explicitně prezentovaných rysů každého jevu – stanovených na základě odborné literatury – kniha zmiňovala. I zde se ukázalo, že nejvíce explicitní ve výuce výslovnosti jsou čtyři již zmiňované publikace (*Time to Talk*, 2001, *face2face*, 2005, *New English File*, 2009 a *Navigate*, 2016), které se zmínily o více než 35 % z předem definovaných rysů. Výsledky ani jedné analýzy pracovní hypotézu nepotvrdily.

Ačkoliv by se mohlo zdát, že závěrem práce je jakýsi žebříček, který ukazuje, která z učebnic je pro výuku výslovnosti nejlepší a která nejhorší, není tomu tak. Učebnice se od sebe navzájem velmi liší a to, jak by měla vypadat ta ideální, rozhodně není jasné. Výzkum tak především poukazuje na důležitost role kvalifikovaného učitele, který se vyzná ve svém oboru a který musí sám zvážit kontext, v němž učí, včetně potřeb svých žáků. Teprve potom může vybrat vhodný učební materiál, a pokud je to třeba, jednotlivé aktivity adaptovat tak, aby mohly nejlépe splnit jím stanovené cíle.

Appendix I: Teaching techniques (methodology types)

The following techniques are taken from Pokludová (2010, Appendix II, p. 1). They were slightly modified for my own use.

Purely imitative-intuitive – purely based on imitation of a model or providing students with no phonetic/phonological information

- listen and notice
- listen and repeat
- listen and practice
- listen and read aloud
- practise
- practise with partner(s)

Rather imitative-intuitive – based on imitation of a model, supported by visualisation through phonetic/phonological means

- listen and notice/listen and repeat – transcription
- listen and notice/listen and repeat – the sound marked
- listen and notice/listen and repeat – linking marked
- listen and notice/listen and repeat – stress marked
- listen and notice/listen and repeat – intonation marked
- listen and notice/listen and repeat – an explanation provided

Purely analytic-linguistic – providing students with phonetic/phonological information

- minimal pair contrast
- L1-L2 contrast
- transcription – spell the word
- transcription – read
- transcription – correct
- transcription – complete
- articulation picture
- articulation description
- complete the rule
- a rule given

Rather analytic-linguistic – demanding students' application of their phonetic/phonological knowledge

- choose what you hear
- find examples
- find the same sound
- find a different sound
- find the silent letter/syllable
- find minimal pairs
- find the stressed syllable
- find the speech chunks
- count the syllables/words
- mark the intonation
- an incomplete rule provided

Appendix II: Detailed analyses of pronunciation activities in the coursebooks

Time to Talk 1 (2001)

page number, unit	8, 0/A
focus	greetings
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	8, 0/A
focus	names
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	9, 0/A
focus	the alphabet
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	13, 1/A
focus	to be - contractions
methodology (techniques) - task type:	purely analytic-linguistic - a rule given - transcription

page number, unit	14, 1/A
focus	indefinite article
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	15, 1/B
focus	words
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	15, 1/B
focus	/θ, ð, ə/, silent r
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	15, 1/B
focus	/θ/
methodology (techniques) - task type:	rather analytic-linguistic - find /θ/ - practise - find silent r

page number, unit	15, 1/B
focus	final /ɪ/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – an explanation given

page number, unit	15, 1/B
focus	linking
methodology (techniques) - task type:	purely analytic-linguistic - a rule given - linking marked

page number, unit	15, 1/B
focus	the alphabet
methodology (techniques) - task type:	rather analytic-linguistic - find the same sound

page number, unit	15, 1/B
focus	personal pronouns
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	16, 1/B
focus	to be
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	16, 1/B
focus	to be negative
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	17, 1/B
focus	indefinite articles
methodology (techniques) - task type:	rather analytic-linguistic - find consonants and vowels

page number, unit	17, 1/B
focus	numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	21, 1/C
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	24, 2/A
focus	plurals
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	25, 2/A
focus	definite article
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	26, 2/A
focus	possessive 's
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	26, 2/B
focus	definite article
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	26, 2/B
focus	/ə, ɜ:/
methodology (techniques) - task type:	rather analytic-linguistic - find /ɜ:/

page number, unit	26, 2/B
focus	/w/
methodology (techniques) - task type:	purely analytic-linguistic - articulation description - spelling vs. pronunciation - comparison

page number, unit	27, 2/B
focus	/æ/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	27, 2/B
focus	linking
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – linking marked

page number, unit	27, 2/B
focus	plurals
methodology (techniques) - task type:	rather analytic-linguistic - divide sounds into three groups

page number, unit	28, 2/B
focus	indefinite article
methodology (techniques) - task type:	rather analytic-linguistic - find consonant and vowels sounds

page number, unit	33, 2/C
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	36, 3/A
focus	present simple 3 rd person -s
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	38, 3/B
focus	/p, t, k/ - aspiration
methodology (techniques) - task type:	purely analytic-linguistic - articulation description - sound vs letter

page number, unit	39, 3/B
focus	silent r
methodology (techniques) - task type:	rather analytic-linguistic - find silent r

page number, unit	39, 3/B
focus	pronouncing letter g
methodology (techniques) - task type:	rather analytic-linguistic - find different pronunciation of the letter g

page number, unit	39, 3/B
focus	minimal pairs
methodology (techniques) - task type:	rather analytic-linguistic - find the sound you hear

page number, unit	39, 3/B
focus	homophones
methodology (techniques) - task type:	purely analytic-linguistic - a rule given - find homophones

page number, unit	39, 3/B
focus	linking
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – linking marked

page number, unit	39, 3/B
focus	present simple 3 rd person -s
methodology (techniques) - task type:	rather analytic-linguistic - find voiced and voiceless consonants

page number, unit	40, 3/B
focus	questions words
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	41, 3/B
focus	plurals
methodology (techniques) - task type:	rather analytic-linguistic - voiced or voiceless? - find

page number, unit	43, 3/C
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	50, 4/B
focus	-ing /ɪŋ/
methodology (techniques) - task type:	purely analytic-linguistic - articulatory description

page number, unit	50, 4/B
focus	words
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	50, 4/B
focus	/r/
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	51, 4/B
focus	/p, t, k/ after /s/
methodology (techniques) - task type:	purely analytic-linguistic - articulatory description

page number, unit	51, 4/B
focus	/s, z/
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear

page number, unit	51, 4/B
focus	words
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	51, 4/B
focus	linking
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – linking marked

page number, unit	63, 5/B
focus	/æ/ /ʌ/
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear - transcription

page number, unit	63, 5/B
focus	/p/ /ɔ:/
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear

page number, unit	63, 5/B
focus	sounds and letters
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear and write letters

page number, unit	63, 5/B
focus	linking
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – linking marked

page number, unit	64, 5/B
focus	indefinite articles
methodology (techniques) - task type:	rather analytic-linguistic - choose an article according to the 1 st sound

page number, unit	74, 6/B
focus	similar-sounding words
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear

page number, unit	74, 6/B
focus	homophones
methodology (techniques) - task type:	purely analytic-linguistic - a description of the phenomenon

page number, unit	74, 6/B
focus	phonetic transcription
methodology (techniques) - task type:	purely analytic-linguistic - transcription - read

page number, unit	75, 6/B
focus	vowels
methodology (techniques) - task type:	rather analytic-linguistic - find the same sound

page number, unit	75, 6/B
focus	linking
methodology (techniques) - task type:	rather analytic-linguistic - write what you hear

page number, unit	75, 6/B
focus	present simple 3 rd person -s
methodology (techniques) - task type:	rather analytic-linguistic - choose the correct sound

page number, unit	88, 7/B
focus	/aʊ/ /əʊ/
methodology (techniques) - task type:	rather analytic-linguistic - find the same sound

page number, unit	88, 7/B
focus	ou
methodology (techniques) - task type:	rather analytic-linguistic - find the different sound

page number, unit	88, 7/B
focus	word stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	89, 7/B
focus	stress patterns
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable

page number, unit	92, 7/B
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	95, 7/C
focus	L1-L2 contrast
methodology (techniques) - task type:	rather analytic-linguistic - find a similar word in Czech

page number, unit	99, 8/A
focus	comparative and superlative adjectives
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	100, 8/B
focus	/b/, /p/
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear

page number, unit	100, 8/B
focus	/v/, /f/
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear

page number, unit	101, 8/B
focus	weak forms
methodology (techniques) - task type:	purely analytic-linguistic - a rule given - choose what you hear - transcription

page number, unit	101, 8/B
focus	word stress
methodology (techniques) - task type:	rather analytic-linguistic - choose the stress pattern

page number, unit	103, 8/B
focus	assimilation
methodology (techniques) - task type:	rather analytic-linguistic - find the assimilation of sound

page number, unit	104, 8/B
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	110, 9/A
focus	past simple regular -ed
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	112, 9/B
focus	/d/, /t/
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear

page number, unit	112, 9/B
focus	/g/, /k/
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear

page number, unit	113, 9/B
focus	weak forms in was and were
methodology (techniques) - task type:	rather analytic-linguistic - find weak forms

page number, unit	113, 9/B
focus	word stress
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable

page number, unit	113, 9/B
focus	past simple regular -ed
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear

page number, unit	119, 9/C
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	124, 10/B
focus	/dʒ/, /tʃ/
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear

page number, unit	124, 10/B
focus	weak forms
methodology (techniques) - task type:	rather analytic-linguistic - find weak forms

page number, unit	125, 10/B
focus	word stress
methodology (techniques) - task type:	rather analytic-linguistic - find stressed syllables

Opportunities, Beginner (2002)

page number, unit	4, introductory unit
focus	the alphabet
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	4, introductory unit
focus	numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	5, module 1/intro
focus	countries – word stress
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	5, module 1/intro
focus	names
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	6, module 1/1
focus	to be
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	7, module 1/1
focus	subject pronouns
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	8, module 1/2
focus	countries and nationalities
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	8, module 1/2
focus	to be
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	9, module 1/2
focus	wh-questions (sentence stress)
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	11, module 2/intro
focus	family members – words stress...
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	11, module 2/intro
focus	numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	12, module 2/3
focus	family members
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	12, module 2/3
focus	to be
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	13, module 2/3
focus	possessive pronouns
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	14, module 2/4
focus	jobs
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	15, module 2/4
focus	indefinite articles
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	15, module 2/4
focus	possessive 's
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	19, module 3/intro
focus	words related to "home" – word stress
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	20, module 3/5
focus	adjectives
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	21, module 3/5
focus	have got
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	21, module 3/5
focus	articles the and an/an
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	21, modules 3/5
focus	article the
methodology (techniques) - task type:	purely imitative-intuitive - listen and notice - listen and repeat

page number, unit	22, module 3/6
focus	colours
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	22, module 3/6
focus	has got
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	25, module 4/intro
focus	the classroom
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	25, module 4/intro
focus	the alphabet
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	26, module 4/7
focus	lessons
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	26, module 4/7
focus	objects
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	27, module 4/7
focus	this, that
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	28, module 4/8
focus	objects
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	28, module 4/8
focus	these, those
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	28, module 4/8
focus	plurals
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	33, module 5/intro
focus	places
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	34, module 5/9
focus	places
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	34, module 5/9
focus	adjectives
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	35, module 5/9
focus	imperatives
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	36, module 5/10
focus	food and drink
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	36, module 5/10
focus	food and drink
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	36, module 5/10
focus	shopping
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	37, module 5/10
focus	some, any
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	39, module 6/intro
focus	sports
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	40, module 6/11
focus	sports
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	41, module 6/11
focus	can/can't
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	42, module 6/12
focus	sports
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	43, module 6/12
focus	there is/there are
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	43, module 6/12
focus	time
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	47, module 7/intro
focus	days
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	48, module 7/13
focus	routines
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	48, module 7/13
focus	present simple
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	49, module 7/13
focus	present simple
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	50, module 7/14
focus	routines
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	50, module 7/14
focus	present simple
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	50, module 7/14
focus	verbs, 3 rd person 's
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	51, module 7/14
focus	present simple
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	53, module 8/intro
focus	free time
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	54, module 8/15
focus	frequency
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	55, module 8/15
focus	yes, no questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	55, module 8/15
focus	yes, no questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	55, module 8/15
focus	wh- questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	55, module 8/15
focus	wh- questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	56, module 8/16
focus	prices
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	56, module 8/16
focus	films
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	57, module 8/16
focus	like, don't like
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	61, module 9/intro
focus	places
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	61, module 9/intro
focus	transport
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	62, module 9/17
focus	activities
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	63, module 9/17
focus	present continuous
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	64, module 9/18
focus	clothes
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	65, module 9/18
focus	present continuous
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	67, module 10/ intro
focus	animals
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	68, module 10/19
focus	adjectives
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	69, module 10/19
focus	must/mustn't
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	70, module 10/20
focus	parts of animals
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	71, module 10/20
focus	object pronouns
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	75, module 11/intro
focus	months
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	75, module 11/intro
focus	ordinal numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	76, module 11/21
focus	adjectives
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	77, module 11/21
focus	was, were
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	78, module 11/22
focus	weather
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	79, module 11/22
focus	was, were
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	79, module 11/22
focus	time
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	81, module 12/intro
focus	meals
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	82, module 12/23
focus	places
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	83, module 12/23
focus	expressions with was and were
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	84, module 12/24
focus	TV programmes
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	85, module 12/24
focus	there was, there were
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	89, module 13/intro
focus	jobs
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	90, module 13/25
focus	verbs
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	90, module 13/25
focus	past simple regular -ed
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	91, module 13/25
focus	past simple irregular
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	92, module 13/26
focus	road safety
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	93, module 13/26
focus	past simple
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	96, module 14/27
focus	adjectives
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	97, module 14/27
focus	comparatives
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	98, module 14/28
focus	seasons
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	99, module 14/28
focus	comparatives
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	103, module 15/intro
focus	tests
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	105, module 15/29
focus	going to
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	106, module 15/30
focus	adjectives
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	107, module 15/30
focus	have to
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	109, module 16/intro
focus	goodbye
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	110, module 16/31
focus	food, drinks, music
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	110, module 16/31
focus	presentation (suggestions)
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

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page number, unit	4, introductory unit
focus	introduction
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	4, introductory unit
focus	introduction
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	4, introductory unit
focus	the alphabet
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	4, introductory unit
focus	colours
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	5, introductory unit
focus	wh- questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	5, introductory unit
focus	days of the week
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	5, introductory unit
focus	conversation - days of the week
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	6, 1A
focus	practising a conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	6, 1A
focus	practising a conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	6, 1A
focus	countries and nationalities
methodology (techniques) - task type:	purely imitative-intuitive - listen and notice

page number, unit	6, 1A
focus	word stress in names of countries and nationalities
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	7, 1A
focus	practising sentences
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	7, 1A
focus	practising questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	7, 1A
focus	subject pronouns
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	8, 1B
focus	phone numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	8, 1B
focus	word stress
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	8, 1B
focus	indefinite article
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	9, 1B
focus	to be negative
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	10, 1C
focus	numbers -ty and -teen, word stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - listen and notice – stress marked

page number, unit	10, 1C
focus	numbers -ty and -teen, word stress
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	11, 1C
focus	sentence stress
methodology (techniques) - task type:	purely imitative-intuitive - listen and notice

page number, unit	11, 1C
focus	intonation
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	11, 1C
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	11, 1C
focus	sentence stress, weak forms in “your” and “and”
methodology (techniques) - task type:	purely analytic-linguistic - listen and notice - transcription - a rule given

page number, unit	12, 1D
focus	plurals
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	13, 1D
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	15, 2A
focus	sentence stress and contractions
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	15, 2A
focus	sentence stress in questions
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	16, 2B
focus	schwa
methodology (techniques) - task type:	purely analytic-linguistic - complete the rule - transcription - a rule given

page number, unit	17, 2B
focus	possessive 's
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	17, 2B
focus	schwa
methodology (techniques) - task type:	purely analytic-linguistic - a rule given - transcription - complete the rule

page number, unit	18, 2C
focus	intonation
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	19, 2C
focus	prices
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	19, 2C
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	22, 3A
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	23, 3A
focus	sentence stress in questions, assimilation “do you”
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked, transcription

page number, unit	24, 3B
focus	assimilation “do you”, weak forms
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice – transcription

page number, unit	25, 3B
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	26, 3C
focus	sentence stress
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	26, 3C
focus	word stress in months
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	26, 3C
focus	saying dates
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	26, 3C
focus	weak forms in “the” and “of”
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice - transcription

page number, unit	27, 3C
focus	saying dates
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	27, 3C
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	30, 4A
focus	linking C-V
methodology (techniques) - task type:	purely analytic-linguistic - a rule given - find linking - linking marked

page number, unit	31, 4A
focus	third person – s in verbs
methodology (techniques) - task type:	rather analytic-linguistic - listen and repeat - transcription - find examples - complete the rule

page number, unit	31, 4A
focus	linking C-V
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – linking marked

page number, unit	33, 4B
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	34, 4C
focus	assimilation
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice – transcription

page number, unit	35, 4C
focus	intonation and sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice/ repeat – stress marked

page number, unit	38, 5A
focus	sentence stress
methodology (techniques) - task type:	rather analytic-linguistic - listen and notice – stress marked - complete the rule

page number, unit	39, 5A
focus	there is, there are (weak forms and linking)
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice – transcription

page number, unit	39, 5A
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	43, 5C
focus	sentence stress and intonation
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	47, 6A
focus	weak forms in “was” and “were”
methodology (techniques) - task type:	purely analytic-linguistic - transcription - complete the rule

page number, unit	47, 6A
focus	weak forms in “was” and “were”
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	49, 6B
focus	past simple -ed
methodology (techniques) - task type:	rather analytic-linguistic - listen and repeat - transcription - complete the rule

page number, unit	49, 6B
focus	past simple irregular
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	49, 6B
focus	sentence stress in questions
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	51, 6C
focus	intonation
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	55, 7A
focus	sentence stress in past simple questions
methodology (techniques) - task type:	rather analytic-linguistic - listen and notice - complete the rule

page number, unit	55, 7A
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	55, 7A
focus	practising questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	58, 7C
focus	sentence stress
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	58, 7C
focus	infinitives and past simple forms
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	59, 7C
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	63, 8A
focus	can can't – strong and weak forms
methodology (techniques) - task type:	purely analytic-linguistic - listen and notice - transcription - complete the rule

page number, unit	63, 8A
focus	can can't – strong and weak forms
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – transcription, stress marked

page number, unit	65, 8B
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – transcription, stress marked

page number, unit	66, 8C
focus	I'd and schwa, assimilation
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice – stress marked, transcription

page number, unit	67, 8C
focus	sentence stress and intonation, assimilation
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – transcription, stress marked

page number, unit	71, 9A
focus	sentence stress (-ing forms)
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	71, 9A
focus	sentence stress (-ing, questions)
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	73, 9B
focus	linking C-V
methodology (techniques) - task type:	purely analytic-linguistic - find linking

page number, unit	73, 9B
focus	linking
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – linking marked

page number, unit	75, 9C
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	79, 10A
focus	sentence stress (in should and shouldn't)
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	80, 10B
focus	sentence stress
methodology (techniques) - task type:	purely analytic-linguistic - rule given - stress marked

page number, unit	81, 10B
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	82, 10C
focus	word stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	83, 10C
focus	intonation (being sympathetic)
methodology (techniques) - task type:	purely imitative-intuitive - listen and notice

page number, unit	83, 10C
focus	intonation
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	86, 11A
focus	going to (linking and weak forms)
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – transcription, stress marked

page number, unit	87, 11A
focus	going to - questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	89, 11B
focus	might and going to
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	89, 11B
focus	going to and gonna
methodology (techniques) - task type:	rather analytic-linguistic - listen and notice – transcription complete - explanation

page number, unit	91, 11C
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	95, 12A
focus	superlative adjectives
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – transcription, stress marked

page number, unit	96, 12B
focus	infinitive, past simple, past participle
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	97, 12B
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	99, 12C
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

New Inside Out, Beginner (2007)

page number, unit	4, 0
focus	instructions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	5, 0
focus	instructions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	6, 1
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	7, 1
focus	numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	7, 1
focus	numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	8, 1
focus	small objects
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	8, 1
focus	this, these
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	9, 1
focus	the alphabet
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	9, 1
focus	the alphabet
methodology (techniques) - task type:	rather analytic-linguistic - find the same sound - transcription

page number, unit	9, 1
focus	abbreviations
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	10, 1
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	12, 2
focus	countries
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	13, 2
focus	questions and answers
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	14, 2
focus	nationalities
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	14, 2
focus	nationalities
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	14, 2
focus	numbers
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	15, 2
focus	currency
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	15, 2
focus	prices
methodology (techniques) - task type:	rather analytic-linguistic -choose what you hear

page number, unit	15, 2
focus	questions how much/many
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	16, 2
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	16, 2
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	18, 3
focus	family members
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	19, 3
focus	possessive 's
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	19, 3
focus	family members
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	20, 3
focus	possessive pronouns
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	21, 3
focus	have, has
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	21, 3
focus	linking
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – linking marked

page number, unit	21, 3
focus	indefinite articles
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	22, 3
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	22, 3
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	28, 4
focus	sports, drink, food
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	29, 4
focus	conversation - like, don't like
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	29, 4
focus	like, dislike
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	29, 4
focus	wh- questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	30, 4
focus	colours
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	30, 4
focus	adjectives
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	31, 4
focus	cities
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	31, 4
focus	cities
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable - find a different stress pattern

page number, unit	31, 4
focus	word order
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	32, 4
focus	useful phrases in conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	32, 4
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	32, 4
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	35, 5
focus	present simple
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	35, 5
focus	present simple
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	35, 5
focus	word order
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	36, 5
focus	jobs
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	36, 5
focus	jobs
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	36, 5
focus	work places
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	37, 5
focus	wh- questions – sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat and notice – stress marked

page number, unit	37, 5
focus	wh- questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	38, 5
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	40, 6
focus	time
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	40, 6
focus	cities
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	41, 6
focus	time
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	41, 6
focus	time
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	41, 6
focus	days of the week
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	42, 6
focus	verb phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	43, 6
focus	present simple
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	43, 6
focus	present simple 3 rd person -s
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – notice the different number of syllables

page number, unit	43, 6
focus	present simple 3 rd person -s
methodology (techniques) - task type:	rather analytic-linguistic - count the syllables

page number, unit	44, 6
focus	phone conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	44, 6
focus	useful phrases - greetings
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	50, 7
focus	names of buildings in NY
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	50, 7
focus	places in a city
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	52, 7
focus	there is/there are
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	53, 7
focus	there is/there are
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	53, 7
focus	there is/there are
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	54, 7
focus	British and American expressions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	54, 7
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	56, 8
focus	rooms
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	57, 8
focus	objects in a room
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	57, 8
focus	there is/there are
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	59, 8
focus	object pronouns
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	59, 8
focus	ordinal numbers
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	59, 8
focus	ordinal numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	59, 8
focus	th sounds
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice and repeat - transcription

page number, unit	59, 8
focus	th sounds
methodology (techniques) - task type:	rather analytic-linguistic - find the same sound

page number, unit	60, 8
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	63, 9
focus	food and drinks
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	63, 9
focus	time
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	63, 9
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	65, 9
focus	adverbs of frequency
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	65, 9
focus	vowels /ɪ/ /i:/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat, notice - transcription

page number, unit	65, 9
focus	vowels /ɪ/ /i:/
methodology (techniques) - task type:	rather analytic-linguistic - find the same sound

page number, unit	66, 9
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	72, 10
focus	colours
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	73, 10
focus	present continuous
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	74, 10
focus	present continuous – sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	75, 10
focus	verb phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	76, 10
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	78, 11
focus	months
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	78, 11
focus	dates
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	78, 11
focus	years
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	79, 11
focus	dates
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	80, 11
focus	to be past
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	80, 11
focus	to be past
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	81, 11
focus	adjectives
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	81, 11
focus	opinions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	81, 11
focus	adjectives
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	81, 11
focus	adjectives
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable

page number, unit	82, 11
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	84, 12
focus	sports
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	84, 12
focus	verb phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	85, 12
focus	past tense
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	86, 12
focus	past simple regular
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	86, 12
focus	past simple regular
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	86, 12
focus	past simple regular
methodology (techniques) - task type:	purely analytic-linguistic - complete the rule

page number, unit	86, 12
focus	past simple regular
methodology (techniques) - task type:	rather analytic-linguistic - sort out the words

page number, unit	87, 12
focus	past simple irregular
methodology (techniques) - task type:	rather analytic-linguistic - find a different sound

page number, unit	88, 12
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	94, 13
focus	travel phrases
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	96, 12
focus	past tense questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	96, 12
focus	new vocabulary
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	97, 13
focus	sounds
methodology (techniques) - task type:	rather analytic-linguistic - find the different sound

page number, unit	97, 13
focus	wh- questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	98, 13
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	100, 14
focus	can, can't
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	100, 14
focus	can, can't
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	100, 14
focus	can, can't
methodology (techniques) - task type:	rather analytic-linguistic - choose the sound you hear

page number, unit	103, 14
focus	questions – how many
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	103, 14
focus	body parts
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	104, 14
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	104, 14
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	107, 15
focus	would like vs. like
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	107, 15
focus	would like vs. like
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	107, 15
focus	questions about future
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	108, 15
focus	going to
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	109, 15
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	109, 15
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	110, 15
focus	useful phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	111, 15
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

New English File, Beginner (2009)

page number, unit	4, 1A
focus	introductory greetings
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	4, 1A
focus	introduction
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	4, 1A
focus	introduction
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	5, 1A
focus	word stress
methodology (techniques) - task type:	rather analytic-linguistic - stress marked - find the stressed syllable

page number, unit	5, 1A
focus	sounds /h/, /əʊ/, /v/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – transcription

page number, unit	6, 1B
focus	countries - dialogue
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	6, 1B
focus	countries - dialogue
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	7, 1B
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	7, 1B
focus	sounds /ɪ/, /aɪ/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – transcription

page number, unit	7, 1B
focus	pronouns
methodology (techniques) - task type:	rather analytic-linguistic - choose the sound you hear

page number, unit	8, 1C
focus	dialogues
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	9, 1C
focus	word stress
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable

page number, unit	9, 1C
focus	sounds /e/ /i:/ /ʃ/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – transcription

page number, unit	14, 2A
focus	plural endings /z/, /s/, /ɪz/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – transcription

page number, unit	16, 2B
focus	sounds /ð/ /ʌ/ /ə/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	18, 2C
focus	dialogue
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	19, 2C
focus	sounds /æ/ /eɪ/ /ɑ:/ /ɔ:/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	24, 3A
focus	dialogue
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	25, 3A
focus	sounds /u:/ /w/ /v/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	25, 3A
focus	linking
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – linking marked

page number, unit	27, 3B
focus	word stress
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable

page number, unit	27, 3B
focus	sounds /tʃ/ /dʒ/ /g/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	28, 3C
focus	phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	28, 3C
focus	3 rd person s
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	29, 3C
focus	word stress, -er/-or ending
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable - say what you hear

page number, unit	29, 3C
focus	rhythm (sentence stress)
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	34, 4A
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	34, 3A
focus	rhythm (sentence stress)
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	37, 4B
focus	sounds /eə/ /ɒ/ /aʊ/ /j/, rhythm
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	38, 4C
focus	can, can't – sounds /æ/ /ə/ /ɑ:/, sentence stress
methodology (techniques) - task type:	rather analytic-linguistic - listen and repeat - transcription - choose what you hear

page number, unit	38, 4C
focus	dialogues
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	44, 5A
focus	sounds /ɜ:/ /ɒ/ /ə/, was and were
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – transcription, stress marked

page number, unit	45, 5A
focus	preposition phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	46, 5B
focus	present and past sentences
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	46, 5B
focus	sentence stress
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear

page number, unit	48, 5C
focus	regular past simple ending -ed
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	49, 5C
focus	irregular past simple
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	54, 6A
focus	dialogue
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	54, 6A
focus	sounds /eə/ /ɪə/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	57, 6B
focus	letters ea
methodology (techniques) - task type:	rather analytic-linguistic - find the same sound

page number, unit	59, 6C
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	64, 7A
focus	activities
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	65, 7A
focus	sounds /ʊ/ /u:/ /ŋ/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	66, 7B
focus	sentence stress
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed words

page number, unit	69, 7C
focus	revision of sounds
methodology (techniques) - task type:	rather analytic-linguistic - find the same sound

New Headway 4th ed., Beginner (2013)

page number, unit	6, 1
focus	introduction
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	7, 1
focus	introduction
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	7, 1
focus	introduction
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	8, 1
focus	introduction
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	8, 1
focus	introduction - conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	9, 1
focus	introduction – conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	9, 1
focus	introduction - greetings
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	10, 1
focus	words - objects
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	10, 1
focus	What's this in English?
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	11, 1
focus	numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	11, 1
focus	plural /s/ /z/ /ɪz/
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	12, 2
focus	countries - word stress
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	12, 2
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	12, 2
focus	conversation – sentence stress, intonation
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	13, 2
focus	sentences
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	13, 2
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	15, 2
focus	questions and answers
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	15, 2
focus	questions and answers
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	16, 2
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	17, 2
focus	numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	17, 2
focus	numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	18, 3
focus	jobs
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	18, 3
focus	questions and answers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	18, 3
focus	to be negative
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	19, 3
focus	to be
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	19, 3
focus	questions and answers
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	20, 3
focus	questions and answers
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	22, 3
focus	to be past
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	25, 4
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	25, 4
focus	family members
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	27, 4
focus	have
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	28, 4
focus	questions and answers
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	30, 4
focus	the alphabet
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	30, 4
focus	the alphabet
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	31, 4
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	32, 5
focus	sports, food, drinks
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	32, 5
focus	verb to like
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	33, 5
focus	like and dislike
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	33, 5
focus	yes, no questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	34, 5
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	35, 5
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	36, 5
focus	countries and nationalities
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	37, 5
focus	adjective + noun
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	38, 5
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	39, 5
focus	numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	39, 5
focus	prices
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	40, 6
focus	time
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	41, 6
focus	sentences – every-day routine
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	41, 6
focus	wh- questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	42, 6
focus	present simple - 3 rd person -s
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	43, 6
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	45, 6
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	45, 6
focus	sentences with present simple – sentence stress
methodology (techniques) - task type:	purely imitative-intuitive - listen and notice

page number, unit	46, 6
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	47, 6
focus	days of the week
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	49, 7
focus	profile
methodology (techniques) - task type:	purely imitative-intuitive - listen and read aloud

page number, unit	51, 7
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	52, 7
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	55, 7
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	56, 8
focus	rooms of a house
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	56, 8
focus	objects in a room
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	57, 8
focus	there is, there are
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	57, 8
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	58, 8
focus	sentences with prepositions
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	64, 9
focus	years
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	64, 9
focus	to be past
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	65, 9
focus	questions and answers – to be past
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	66, 9
focus	questions and answers
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	67, 9
focus	to be past
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	67, 9
focus	to be past
methodology (techniques) - task type:	purely analytic-linguistic - transcription - read

page number, unit	67, 9
focus	sentences – to be past
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	68, 9
focus	past tense irregular verbs
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	71, 9
focus	ordinal numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	71, 9
focus	ordinal numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	72, 10
focus	past simple regular -ed
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat/notice - transcription

page number, unit	73, 10
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	73, 10
focus	past tense negative
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	79, 10
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	80, 11
focus	jobs
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	81, 11
focus	can, can't
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	81, 11
focus	can, can't
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	81, 11
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	82, 11
focus	can, can't
methodology (techniques) - task type:	rather analytic-linguistic - choose what you hear

page number, unit	82, 11
focus	sentences
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	86, 11
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	87, 11
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	88, 12
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	89, 12
focus	conversations - would like
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	90, 12
focus	conversations – would like
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	91, 12
focus	like vs- would like
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	91, 12
focus	like vs. would like
methodology (techniques) - task type:	rather analytic-linguistic - choose wat you hear

page number, unit	91, 12
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	94, 12
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	96, 13
focus	clothes
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	97, 13
focus	sentences – present continuous
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	97, 13
focus	wh- questions, present continuous
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	102, 13
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	103, 13
focus	expressing feelings
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	103, 13
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	105, 14
focus	going to
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	105, 14
focus	questions - present continuous and going to
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	106, 14
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	107, 14
focus	word stress
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable

page number, unit	107, 14
focus	sounds
methodology (techniques) - task type:	rather analytic-linguistic - find the same sound

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page number, unit	6, 1.1
focus	saying hello
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice – stress marked

page number, unit	7, 1.1
focus	introduction
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	8, 1.2
focus	numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	8, 1.2
focus	countries
methodology (techniques) - task type:	rather analytic-linguistic - finds the stressed syllable

page number, unit	8, 1.2
focus	Where are you from?
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	10, 1.3
focus	the alphabet
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	10, 1.3
focus	the alphabet
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	10, 1.3
focus	the alphabet
methodology (techniques) - task type:	rather analytic-linguistic - find the same sound

page number, unit	10, 1.3
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	11, 1.3
focus	conversation
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	12, 1.4
focus	hello, goodbye
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat, practise

page number, unit	16, 2.1
focus	small objects
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	16, 2.1
focus	plurals
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat - transcription

page number, unit	16, 2.1
focus	this, these, that, those
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	17, 2.1
focus	numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	17, 2.1
focus	numbers -ty and -teen
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice and repeat – stress marked

page number, unit	17, 2.1
focus	numbers -ty and -teen
methodology (techniques) - task type:	rather analytic-linguistic - choose the sound you hear

page number, unit	18, 2.2
focus	jobs
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable

page number, unit	22, 2.4
focus	time
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	26, 3.1
focus	adjective + noun
methodology (techniques) - task type:	rather imitative-intuitive - listen and repeat – stress marked

page number, unit	26, 3.1
focus	irregular plurals
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	29, 3.2
focus	have got, has got – sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice – stress marked

page number, unit	30, 3.3
focus	family members
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	30, 3.3
focus	possessive pronouns
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	32, 3.4
focus	everyday expressions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	32, 3.4
focus	polite intonation
methodology (techniques) - task type:	purely analytic-linguistic - a rule provided

page number, unit	32, 3.4
focus	polite intonation
methodology (techniques) - task type:	rather analytic-linguistic - find polite/not polite intonation

page number, unit	37, 4.1
focus	present simple 3 rd person -s
methodology (techniques) - task type:	rather analytic-linguistic - an incomplete rule provided - transcription

page number, unit	37, 4.1
focus	present simple 3 rd person -s
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	39, 4.2
focus	present simple negative
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	40, 4.3
focus	days of the week
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	40, 4.3
focus	verbs
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	41, 4.3
focus	stress in present simple yes/no questions and answers
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice – stress marked

page number, unit	42, 4.4
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	47, 5.1
focus	colours
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	47, 5.1
focus	word stress - clothes
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable

page number, unit	49, 5.2
focus	wh- questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	49, 5.2
focus	speech chunks
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	49, 5.2
focus	speech chunks
methodology (techniques) - task type:	rather analytic-linguistic - find the speech chunks

page number, unit	51, 5.3
focus	plurals
methodology (techniques) - task type:	rather analytic-linguistic - choose the sound you hear

page number, unit	51, 5.3
focus	sentence stress
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed word (stressed words in bold)

page number, unit	52, 5.4
focus	questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	56, 6.1
focus	places in a city
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	57, 6.1
focus	there is, there are
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	58, 6.2
focus	hotel facilities
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	59, 6.2
focus	there is, there are
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice – stress marked

page number, unit	59, 6.2
focus	there is, there are
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	60, 6.3
focus	rooms and furniture
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	60, 6.3
focus	sentences
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	61, 6.3
focus	linking
methodology (techniques) - task type:	purely analytic-linguistic - a rule given - linking marked

page number, unit	62, 6.4
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	67, 7.1
focus	can, can't – sentence stress
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed word

page number, unit	67, 7.1
focus	verbs
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	67, 7.1
focus	the schwa sound
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	67, 7.1
focus	the schwa sound
methodology (techniques) - task type:	rather analytic-linguistic - find schwa

page number, unit	67, 7.1
focus	the schwa sound
methodology (techniques) - task type:	rather analytic-linguistic - find schwa

page number, unit	68, 7.2
focus	can, can't - questions
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	68, 7.2
focus	can, can't
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	70, 7.3
focus	like + -ing
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	71, 7.3
focus	linking vowels with /w/ and /j/
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	71, 7.3
focus	linking vowels with /w/ and /j/
methodology (techniques) - task type:	rather analytic-linguistic - choose the sound you hear

page number, unit	72, 7.4
focus	simple requests
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	72, 7.4
focus	simple requests
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	76, 8.1
focus	years
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	77, 8.1
focus	to be past
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	77, 8.1
focus	to be past
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice – stress marked

page number, unit	77, 8.1
focus	to be past
methodology (techniques) - task type:	purely imitative-intuitive - listen and notice, practise

page number, unit	77, 8.1
focus	ordinal numbers
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	77, 8.1
focus	months – word stress
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable

page number, unit	79, 8.2
focus	past tense regular -ed
methodology (techniques) - task type:	rather analytic-linguistic - an incomplete rule provided

page number, unit	79, 8.2
focus	past tense regular -ed
methodology (techniques) - task type:	rather analytic-linguistic - find the same sound

page number, unit	81, 8.3
focus	linking
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	81, 8.3
focus	linking
methodology (techniques) - task type:	purely imitative-intuitive - listen and practise

page number, unit	82, 8.4
focus	special occasions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	82, 8.4
focus	intonation
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	82, 8.4
focus	intonation
methodology (techniques) - task type:	rather analytic-linguistic - mark intonation

page number, unit	86, 9.1
focus	past tense irregular
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	88, 9.2
focus	sentence stress
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice – stress marked

page number, unit	88, 9.2
focus	sentence stress
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed words

page number, unit	89, 9.2
focus	past tense irregular
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	89, 9.2
focus	homophones
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	90, 9.3
focus	word stress in two-syllable words
methodology (techniques) - task type:	rather analytic-linguistic - find the stressed syllable

page number, unit	92, 9.4
focus	the weather
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	92, 9.4
focus	the seasons
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	92, 9.4
focus	is and was – sentence stress
methodology (techniques) - task type:	purely analytic-linguistic - a rule given - stress marked

page number, unit	97, 10.1
focus	going to
methodology (techniques) - task type:	rather analytic-linguistic - choose the sound you hear

page number, unit	97, 10.1
focus	time expressions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	98, 10.2
focus	verb phrases
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	99, 10.2
focus	going to questions
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	100, 10.3
focus	food and drinks
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	101, 10.3
focus	silent letters
methodology (techniques) - task type:	rather analytic-linguistic - find the silent letter

page number, unit	101, 10.3
focus	connected speech
methodology (techniques) - task type:	purely analytic-linguistic - a rule given

page number, unit	101, 10.3
focus	connected speech
methodology (techniques) - task type:	rather imitative-intuitive - listen and notice – stress marked

page number, unit	101, 10.3
focus	connected speech
methodology (techniques) - task type:	purely imitative-intuitive - listen and notice

page number, unit	101, 10.3
focus	connected speech
methodology (techniques) - task type:	rather imitative-intuitive - listen and practise – stress the more important words

page number, unit	102, 10.4
focus	conversations
methodology (techniques) - task type:	purely imitative-intuitive - listen and repeat

page number, unit	102, 10.4
focus	different voices
methodology (techniques) - task type:	purely analytic-linguistic - a rule given